

# PHYSICAL EDUCATION AT GOSDEN HOUSE

## Key 'End Points' in our Learner's Journey

The P.E. curriculum supports the progress of our learners in achieving our purposeful and ambitious 'End Points'. These identified 'End Points' focus on 'tooling' up our eventual Gosden Graduates for their future pathways. In addition to these guiding End Points, all learners have ILPs (Individual Learning Plans) based on their EHCP individual outcomes within the four areas of need, which are developed and progressed throughout their time at Gosden.

### Primary End Points

Primary - I will understand how I can take individualised steps to a healthy mind and a healthy body and what it means to me.

Secondary WIIFM (What's in it for me?) - I understand why it is important for my mind and body to be healthy and who to speak to for advice and support. I am building a range of life skills and experiences that equip me with the confidence and sense of belonging, to be an active participant in my community.

## Why is the development of physical education skills essential for our Gosden learners and future graduates?

### National Curriculum Physical Education Programme of Study:

Purpose of study: A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physical confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims: The national curriculum for physical education aims to ensure that all pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods, engage in competitive sports and activities and lead healthy, active lives.

### Gosden Learners:

Physical Education is a subject that learners are encouraged to develop a passion for, from the EYFS to Year 11. We understand the importance of physical education at school, in providing the basis for developing young people who have the knowledge, skills

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and confidence to enjoy a lifetime of physical activity and confident communication skills, which will lead to the healthy, active lives that we want for our learners. All learners have at least two physical education lessons weekly, to include swimming during the year for all Primary pupils. Physical education learning experiences at Gosden provide for targeted practical, cognitive and social development, ensuring access and progress for all and we value the team building, communication and problem solving skills that physical education challenges can provide. We value these opportunities for our learners to develop transferable skills that will be of functional use to them in other areas of their lives, both now and later. We teach and encourage all, to be reflective learners, integral to our commitment to build Learning Power in our Gosden students.

## **How do we develop, stretch and nurture our learners' physical education skills?**

Our mission is to inspire, engage and empower a generation of children and young people to be active, to boost their self-esteem and improve their communication skills. Physical Education is delivered within our Happy and Healthy curriculum. Throughout the planned PE provision, learners will have the opportunity to perform and display their skills to their peers, other classes and some will take part in competitive sports activities with other schools. This will ensure pupils take pride in their learning. As students move through school, they will be exposed to a variety of increasingly complex situations within both individual and team games. This will help to build up the children's resilience and engagement, where we can foster a 'don't give up' attitude.

In addition to discrete PE lessons, children across school take part in daily bursts of physical activity including Outdoor Learning, Forest school, Horticulture, Fizzy things, playground games, Judo, yoga, online movement breaks, 'dough disco', sensory circuits etc. Every pupil has timetabled P.E. led by an experienced, qualified sports coach and all lessons are staffed with additional class staff, to both scaffold learners' understanding of verbal instructions and explanations and to extend learners as appropriate.

Our playground lead supports Primary staff with encouraging physically active play and the Secondary lunchtime enrichment curriculum has been developed to enhance opportunities so that children can attend a range of clubs.

Primary learners have weekly swimming lessons at a local sports centre, with qualified instructors, as water skills are an essential life skill. School staff support pupils in the water, helping them to interpret verbal instruction into physical movement in the water. Primary and

Secondary pupils also have the opportunity to take part in inter-school competitions and county-wide organised experiences, specifically designed for different abilities, across a range of sports.

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All those involved in the delivery of physical education, relate learners' experiences to the school's aim in building students' Learning Power, using the language of Gosden's Learning Habits and Muscles, our identified essential skills for life. Implicit in our Physical education learning, are naturally occurring opportunities to develop children's social skills, alongside the importance of teamwork and co-operation with others. Partnering different children, with a range of skills and abilities, promotes children's sense of community, with a sense of belonging and gives them an opportunity to develop friendships.

**PUPIL LEARNING JOURNEY** Our Physical education curriculum is based on a modified EYFS / National Curriculum, in order to ensure an accessible, appropriate learning journey for every learner.

### Gosden House School Physical Education Skills Progression Document

At Gosden House School we adapt the Early Years Foundation Stage and National Curriculum, to ensure accessibility for learners in developing their physical skills, knowledge and understanding at a suitable pace for each individual. For reference, this table details the EYFS and NC Key stage related expectations for mainstream learners.

EYFS	KS1
<p><b>Early Learning Goals</b></p> <p><b>Moving and Handling:</b> Children show strength, balance good control and co-ordination in large and small movements. They move confidently and energetically in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p><b>Health and Self-care:</b> Children know the importance for good health of physical exercise, a healthy diet and talk about the different ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<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>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility</li><li>• and co-ordination, and begin to apply these in a range of activities</li><li>• participate in team games, developing</li><li>• simple tactics for attacking and defending</li><li>• perform dances using simple movement patterns</li></ul>

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KS2	KS3
<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 recognize their own success.</p> <p>Pupils should be taught to:</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>	<p>Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective, and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</li><li>• develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]</li><li>• perform dances using advanced dance techniques in a range of dance styles and forms</li><li>• take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group</li><li>• analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li><li>• take part in competitive sports and activities outside school through community links or sports clubs</li></ul>

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Teachers provide learners opportunities to develop knowledge, understanding and skills in:

### Dance - Progression of skills

Dance	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7
Acquiring and Developing	<p>Explore and copy basic body actions and rhythms.</p> <p>To be able to negotiate space confidently, using appropriate strategies.</p>	<p>Explore movement ideas and respond imaginatively to a range of stimuli.</p> <p>Move confidently and safely in their own general space using changes of speed level and direction.</p>	<p>Explore, remember, repeat and link a range of actions with co-ordination, control and awareness of the expressive qualities of dance.</p>	<p>Improvise freely on their own and with a partner, translating ideas from a stimulus into movement.</p>	<p>Respond imaginatively to a range of stimuli related to character and narrative.</p>	<p>Explore and improvise ideas for dances in different styles, individually, with a partner and with a group, expressing themselves sensitively.</p>	<p>Explore, improvise and combine movement ideas fluently, effectively and being creative, on their own, with a partner or in a small group.</p> <p>Show controlled movements which</p>
Selecting and Applying skills	<p>To be able to use their bodies to imitate motifs from stories and topics such as animals, trees, etc...</p> <p>To begin to respond with their bodies to different types of music.</p>	<p>Compose and link movements to make simple beginnings, middles and ends.</p> <p>Perform movement phrases using a range of body actions and body parts.</p>	<p>Compose and perform short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas.</p>	<p>Create and link dances using a simple dance structure or motif.</p> <p>Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups, with good</p>	<p>Use simple choreographic principles to create motifs and narrative. Take the lead/control when working with a partner or in a group.</p> <p>Perform complex dance dances that communicate narrative and character well,</p>	<p>Compose planned dances by using, adapting and developing steps, formations and patterning from different dance styles.</p> <p>Perform dances expressively, using a range of performance skills, showing</p>	<p>Create and structure motifs, sections and whole dances.</p> <p>Begin to use basic compositional principles when creating their own dances.</p> <p>Select their own</p>
Evaluating and Improving	<p>Watch and copy simple actions and sequences.</p> <p>Simply show (using strategies) whether they enjoyed something or not.</p>	<p>Talk about dance ideas inspired by different stimuli.</p> <p>Copy, watch, remember and describe dance movements.</p>	<p>Watch and describe dance phases and dances and use what they learn to improve their own dance.</p>	<p>Describe and evaluate some of the compositional features of dance performed by others.</p> <p>Talk in more detail and be specific about</p>	<p>Describe, interpret and evaluate their own and others dances, taking into account narrative and character. Can they use appropriate language related to dance.</p>	<p>Describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context.</p>	<p>Understand and talk about how a dance is formed and preformed.</p> <p>Evaluate, refine and develop their own work and others work using</p>
Knowledge and Understanding of Fitness and health	<p>Recognise that the body changes during exercise.</p> <p>Children begin to understand the importance of healthy eating and exercise.</p> <p>Children can briefly talk about ways to stay safe.</p>	<p>Recognise and talk about how their body feels when still and during exercise.</p>	<p>Recognise how different rhythms and paces make them feel.</p> <p>Understand the basic importance of warm up and cool down.</p>	<p>Keep up actively over a period of time and know they need to warm up and cool down for dance.</p>	<p>Know and describe what an effective warm up and cool down is, and how to do this safely.</p>	<p>Organise their own warm up and cool down activities, to suit their own dance.</p> <p>Show an in-depth understanding of the importance of warm up/cool down and how to do this safely.</p> <p>Explain some</p>	<p>Understand and talk about why dance is good for health, fitness and well-being.</p> <p>Take necessary and detailed steps to prepare for dance, using accurate and appropriate warm up and cool down strategies,</p>

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Gym	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7
Acquiring and Developing Skills	Move confidently and safely in their own and general space. (Negotiating space effectively – under, round, over equipment and obstacles)	Explore and perform gymnastic actions (pencil/straight, tuck, star, pike, dish and arch) and still shapes.  Move confidently and safely in their own and general space, using change of speed and	Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precisions.	Consolidate and improve the quality of their actions, body shapes and balance, and their ability to link movements together.	Develop the range of actions, body shapes and balances they include in their performance.  Perform skills and actins more accurately and specifically.	Perform actions, shapes and balances consistently and fluently to a high standard, in specific activities.	Combine and perform gymnastic actions, shape and balances more fluently and effectively, ensuring actions are clear, accurate and consistent.  Combine sequences
Selecting and Applying skills	Show contrast with their bodies including tall/short, wide/thin, straight/curved)  Copy simple movements and simple sequences.  Make shapes with their bodies, according to commands.  Jump off an object and land appropriately.	Copy, create and link movement phrases with beginnings, middles and ends.  Perform movement phrases using a range of body actions and body parts. Explore making their body tense, relaxed, stretched and curled.  Can they explore different ways of stretching, balancing.	Choose, use and vary simple compositional ideas in the sequence they create and perform, with moderate control.  Work with a partner sharing ideas and creating a simple sequence.	Improve their ability to select appropriate actions and use simple compositional ideas.  Adapt basic sequences to suit different types of apparatus.  Work with a partner sharing ideas and creating a simple sequence starting to introduce matching	Create gymnastic sequences that follow a set criteria, follow a specific theme or piece of music.  Use compositional devices when creating their sequences, such as change in speed, level and direction.  Work with a partner to create, repeat and improve a sequence with more than two	Choose and apply basic compositional ideas to the sequences they create and adapt them to new situations. Can they extend their sequence?	Develop their own gymnastic sequence by understanding, choosing and applying a range of compositional principles.  Set sequences to specific timings and strictly stick to them, individually, with a partner or in a small group.
Evaluating and Improving Performance	Simply show (using strategies) whether they enjoyed something or not.	Watch, copy and describe sequences they and others have done.	Improve their work using feedback from others and from what they have observed by watching others sequences’.	Describe and evaluate the effectiveness and quality of a performance. Commenting on similarities and differences in sequences.  Be able to talk about	Describe their own and others work, making simple judgements about the quality of the performance and suggesting ways in which they can improve.	Choose and use information and basic criteria to evaluate their own and other’s work.  Adapt their sequences to suit specific audiences.	Appropriately evaluate their own and other work, making fair judgements and offering appropriate tips to improve.
Knowledge and Understanding of Fitness and health	Begin to recognise equipment which may be dangerous and harmful.  Children can briefly talk about ways to stay safe.	Know how to carry and place equipment with adult input and supervision.  Recognise how their body feels when still and exercising.	Recognise and describe what their bodies feel like during different paced activities.  Lift, move and place equipment/apparatus safely.	Recognise and describe the short term effects of exercise on the body during different activities.  Begin to understand the importance of suppleness and	Describes how the body reacts during different types of activity and how this affects the way they perform.	Know and understand the basic principles of warming up and why it is important to lead to a good quality performance.  Understand and explain why physical activity is	Understand why exercise is good for health, fitness and well-being and how to become healthier themselves.  Carry out warm up and cool down exercises confidently and

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Games sub-headings:		
Invasion Games	Net/Racket Games	Field/Striking Games
Football Rugby Netball Basketball Hockey	Tennis Badminton	Cricket Rounder's

Games	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7
Acquiring and Developing Skills	<p>To be able to move and stop confidently, negotiating the space around them effectively.</p> <p>Show good control over their bodies when exploring different skills.</p>	<p>To be confident and keep themselves safe in the space in which an activity/game is being played.</p> <p>Explore and use skills, actions and ideas individually and in combination to suit the game that is being played.</p> <p>Show ability to work with a partner in throwing and catching games.</p>	<p>Improve the way they co-ordinate and control their bodies in various activities.</p> <p>Remember, repeat and link combinations of skills where necessary.</p> <p>Develop basic tactics in simple team games and use them appropriately.</p>	<p>Consolidate and improve the quality of their techniques and their ability to link movements.</p> <p>Develop the range and consistency of their skills in all games.</p> <p>Consolidate their ability to choose and use simple tactics and strategies.</p>	<p>Develop the range and consistency of their skills in all games.</p> <p>Use rules accurately. Keep, adapt and make rules for different games, and play by them fairly.</p> <p>Use and adapt tactics in different situations, individually during a game according to what is happening and</p>	<p>Develop a broader range of techniques and skills for attacking and defending.</p> <p>Develop consistency in their skills.</p> <p>Know and apply the basic strategic and tactical principles of attack, and to adapt them in different situations.</p>	<p>Choose, combine and perform skills more fluently and effectively in invasion, striking and net games.</p> <p>Understand, choose and apply a range of strategies for defence and attack.</p> <p>Use tactics and strategies more consistently in similar games (making links).</p>

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<p>Selecting and Applying skills</p>	<p>Start showing an ability to use their dominate hand to work with a partner in different activities.</p> <p>Explore and use skills effectively for particular games:</p> <ul style="list-style-type: none"> <li>○ Roll a ball or hoop</li> <li>○ Throw a ball underarm</li> <li>○ Explore balancing.</li> </ul>	<p>Choose and use skills effectively for particular games:</p> <ul style="list-style-type: none"> <li>○ Throw a ball accurately underarm to a target using increasing control.</li> <li>○ Show increasing control when rolling an object, using a technique.</li> <li>○ Hit a ball with control using an appropriate object.</li> <li>○ Explore throwing and catching in different ways.</li> <li>○ Explore kicking in different ways with increasing control.</li> </ul>	<p>Choose use and vary simple tactics.</p> <ul style="list-style-type: none"> <li>○ Catch and control a ball in movement working with a partner or in a small group.</li> <li>○ Take part in games where there is an opposition.</li> <li>○ Decide where to stand during a team game, to support the game.</li> <li>○ Begin to lead others in a simple team game.</li> </ul>	<p>Keep, adapt and make rules for different games, and play by them fairly.</p> <p><u>Invasion Games/Field/Striking Games</u></p> <ul style="list-style-type: none"> <li>-Accurately pass to someone else and catch/kick the ball, whilst stationary and when moving with the ball (whilst being under pressure).</li> <li>-Begin to maintain possession of the ball in different situations.</li> <li>-Can accurately use space to support team mates.</li> </ul>	<p>with a team during breaks.</p> <p><u>Invasion Games/Field/Striking Games</u></p> <ul style="list-style-type: none"> <li>-Catch a ball consistently with one and two hands.</li> <li>-Consistently throw and catch with accuracy and with speed.</li> <li>-Choose appropriate tactics to cause trouble for the opposition.</li> <li>-Communicate effectively with team mates and work as part of a team and</li> </ul>	<p>Choose and apply skills more consistently in all games. Choose the best tactics needed to suit the game.</p> <p><u>Invasion Games/Field/Striking Games</u></p> <ul style="list-style-type: none"> <li>-Control and catch a ball.</li> <li>-Pass the ball accurately whilst moving.</li> <li>-Work alongside team mates to gain and keep possession of the ball.</li> <li>-Use a variety of</li> </ul>	<p>Explain rules to other confidently and accurately.</p> <p>Effectively make a team plan and communicate this to others. Leading others in and out of a game situation.</p> <p><u>Invasion Games/Field/Striking Games</u></p> <ul style="list-style-type: none"> <li>-Use all members of a team effectively .</li> <li>-Control movement with a ball in opposed situation, whilst moving.</li> <li>-Play longer duration games, to encourage</li> </ul>
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Selecting and Applying Skills				<p><u>Net/Racket Games</u></p> <ul style="list-style-type: none"> <li>-Take part in opposed conditioned games.</li> <li>-Serve underarm over a target or net.</li> <li>-Accurately pass to someone else.</li> </ul>	<p><u>Net/Racket Games</u></p> <ul style="list-style-type: none"> <li>-Confidently use forearm.</li> <li>-Be able to return a pass confidently.</li> <li>-Begin to start rallies (x3+), passing back and forth.</li> </ul>	<p><u>Net/Racket Games</u></p> <ul style="list-style-type: none"> <li>-Control a ball accurately with a racket.</li> <li>-Use forehand and backhand with a racket.</li> <li>-Work alone/in pairs to gain possession of the ball.</li> <li>-Use forehand and backhand consistently.</li> </ul>	<ul style="list-style-type: none"> <li>-Confidently field, attack and defend typically by anticipating the direction of play.</li> </ul> <p><u>Net/Racket Games</u></p> <ul style="list-style-type: none"> <li>-Use forehand and backhand strokes with increased accuracy and speed, confidently using a racket.</li> <li>- Develop serve technique with speed and precision.</li> <li>-Combine several accurate passing techniques in a game.</li> </ul>
Evaluating and Improving Performance	<p>Simply show (using strategies) whether they enjoyed something or not. -Use different tools (thumbs up/down, traffic lights) ,</p>	<p>Watch, copy and describe what they and others are doing.</p>	<p>Recognise good quality in performance.  Use information provided by others to improve their own work.</p>	<p>Recognise good quality in performance and specifically identify the parts which need developing.  Use what they have learnt to improve their own performance.</p>	<p>Be able to clearly explain their plans and ideas and share these with others.  Specifically identify the parts of others performances which need developing.  Suggest</p>	<p>Choose and use information to evaluate their own and others' work.  Specifically identify the parts of their own and others performances which need developing and professionally approach these.</p>	<p>Develop their ability to evaluate their own work and others work and to suggest constructive and specific ways to improve.  To be able to confidently talk about injury and ways of overcoming these to</p>
Knowledge and Understanding of Fitness and health	<p>Use simple words and phrases to describe how the body feels after exercise.  Begin to understand the importance of exercise.</p>	<p>Know and understand that being active is good for the body and can be fun (due to personal opinion some activities/games are more enjoyable than others).</p>	<p>Recognise and describe what their body feels like during different activities/games.</p>	<p>Know and describe the short term effects of different exercise activities on the body.  Know and understand how to improve stamina.  Begin to understand and explain the</p>	<p>Recognise which activities help their speed, strength and stamina and know when they are important in games.  Recognise how specific activities/games can affect specific parts of</p>	<p>Know and understand the principles of warming up and understand why it is important for high quality performance.  Understand the importance of physical activity and can talk</p>	<p>Understand why exercise is good for their fitness, health and well-being and supports energy for day-to-day life.  Understand and explain the need to prepare properly for activities/games and to</p>

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Athletics	Phase 1	Phase 2 / 3	Phase 4 / 5	Phase 6 / 7
Acquiring and Developing Skills	Learn skills of running, jumping and throwing with a range of equipment.	Remember, repeat and link combinations of actions.  Use their bodies and a variety of equipment with greater control and co-ordination.	Consolidate and improve the quality, range and consistency of the techniques they use for particular activities.  Begin to develop their ability to choose and use simple tactics and strategies in different situations.	Develop the consistency of their actions in a number of events.  Increase the number of techniques they use.
Selecting and Applying skills	Develop the following skills: <ul style="list-style-type: none"> <li>Vary speed of running based on commands given.</li> <li>Use comparative language i.e. faster, longer, and be able to physically demonstrate this.</li> </ul>	Develop the following skills with increasing accuracy and velocity: <ul style="list-style-type: none"> <li>Explore and throw a variety of objects with one hand.</li> <li>Jump from a stationary position with control.</li> <li>Change speed and direction whilst running.</li> </ul>	Develop the following skills with increasing accuracy and velocity: <ul style="list-style-type: none"> <li>Throw a variety of objects with one hand and know how to aim these to improve performance (using strategies).</li> <li>Show accurate pace - Run at a speed that is appropriate for the distance being run.</li> <li>Take a running jump with appropriate feet patterns/movements.</li> <li>Take part in relay activities, understanding the concept.</li> </ul>	Confidently choose appropriate techniques for specific events.  Develop the following skills with increasing accuracy and velocity: <ul style="list-style-type: none"> <li>Improve and sustain running techniques at different speeds.</li> <li>Demonstrate accuracy and technique in a range of throwing and jumping activities.</li> <li>Controlled take-off and landing when jumping.</li> <li>Combine running and jumping well with fluency</li> </ul>
Evaluating and Improving Performance	Simply show (using strategies) whether they enjoyed something or not. -Use different tools (thumbs up/down, traffic lights).	Watch, copy and describe what they and others are doing.  Set simple targets to improve performance - i.e. to be able to jump 10cm further. To be able to measure performance accurately using tools.	Describe and evaluate the effectiveness of performances, recognising the aspects that need improving.	Evaluate their own and others work and suggest constructive feedback.
Knowledge and Understanding of Fitness and health	Use simple words and phrases to describe how the body feels after exercise.  Begin to understand the importance of exercise.	Recognise and describe what their body feels like during different types of exercise.	Know, measure and describe the short term effects of exercise on the body.	Understand and explain the principles of warming up.  Understand why fitness is good for health and well-being.  Identify and explain good athletic performance.

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Swimming	<u>Beginners (Non-swimmers and developing swimmers)</u>	<u>Developing and competent</u>
Acquiring and Developing Skills	<p>Work with confidence in the water. back crawl, breaststroke, floating,</p> <p>Explore and use skills, actions and ideas individually and in combination. i.e. Use arms to pull and push the water; use legs in kicking actions; hold their breathe under water.</p>	<p>Consolidate and develop the quality of their skills. i.e. front crawl, survival skills.</p> <p>Improve linking movements and actions together more fluently.</p>
Selecting and Applying skills	<p>Know how to choose and use skills for different swimming tasks. i.e. using arms to stay balanced; and the challenge. i.e. swimming knowing how to push against the water to move in a particular direction.</p> <p>Improve the control and co-ordination of their bodies in the water.</p> <p>ordinating stroke and breathing. Swim up to 25m unaided, co-ordinating stroke and breathing.</p>	<p>Choose and use a variety of strokes and skills, according to the task without aids, distance and time challenges.</p> <p>Swim up to 50m unaided, co-</p>
Evaluating and Improving Performance	<p>Know that swimming is a type of exercise and that being active is fun and good for health how it reacts to different types of</p> <p>y. Recognise and describe what their bodies feel like during different activities</p>	<p>Know and describe the short term effects of exercise on the body and</p>
Knowledge and Understanding of Fitness and Health	<p>Watch, copy and describe what they and others have done and use the information to improve their needs improving, work.</p>	<p>Describe and evaluate the quality of swimming and recognise what</p>

Pupils exceeding Phase 7 expectations:

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*Curriculum Intention Document*

Physical education opportunities:	Developing practical skills:	Being physically active:	Competing:
<ul style="list-style-type: none"><li>○ I can play competitive sports such as, football, netball, rounders, cricket, hockey, basketball, badminton, tennis, rugby, athletics and gymnastics.</li><li>○ I can perform dances using advanced movement patterns.</li><li>○ I can take part in outdoor and adventurous activities which present mental and physical challenges and be encouraged to work in a team.</li></ul>	<ul style="list-style-type: none"><li>○ I can develop techniques and improve performances.</li><li>○ I can compare performances with previous ones to achieve a personal best.</li><li>○ I am becoming more competent, confident and expert in techniques.</li><li>○ I understand what makes a performance effective and apply these principles to own and others work.</li></ul>	<ul style="list-style-type: none"><li>○ I can take part in competitive sports and activities outside of school through community links or sports clubs.</li><li>○ I have developed the confidence and interest to get involved in exercise, sports and activities out of school and in later life.</li></ul>	<ul style="list-style-type: none"><li>○ I can use a range of tactics and strategies to overcome opponents in face-to-face competition through team and individual games.</li></ul>

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Curriculum Intention Document

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Robins	Fundamental Movements & Dance. Building for Obstacles.	Gymnastics Ball skills	'I Can Do' - Send, Receive & Explore Equipment. Swimming	Football Swimming.	Athletics/Sports Day Practice. Swimming.	Striking Games. Swimming.
Owls	Fundamental Movements & Dance. Planning for Obstacles.	Gymnastics. Ball skills.	'I Can Do' - Send, Receive & Explore Equipment. Swimming	Football. Swimming	Athletics/Sports Day Practice. Swimming.	Striking Games. Swimming.
Rabbits	Fundamental Movements & Dance. Ball skills.	Gymnastics. Simple games.	'I Can Do' - Send, Receive & Explore Equipment. Swimming.	Football. Swimming.	Athletics/Sports Day Practice. Swimming.	Striking Games. Swimming
Badgers	Basketball & Dance. Swimming.	Gymnastics. Swimming.	Football. Ball skills.	Tag Rugby. Boccia.	Athletics/Sports Day Practice. Swimming.	Cricket & Tennis. Swimming.
Foxes	Basketball & Dance. Swimming.	Gymnastics. Swimming.	Football. Swimming.	Tag Rugby. Swimming.	Athletics/Sports Day Practice. Ball skills.	Cricket & Tennis. Boccia.
Squirrels	Basketball & Dance. Swimming. Judo.	Gymnastics. Swimming. Judo.	Football. Judo.	Tag Rugby. Judo.	Athletics/Sports Day Practice. Judo.	Rounders & Tennis. Judo.
Woodpeckers	Basketball & Dance. Swimming. Judo.	Gymnastics. Swimming. Judo.	Football. Judo.	Tag Rugby. Judo.	Athletics/Sports Day Practice. Judo.	Rounders & Tennis. Judo.

PRIMARY P.E. OVERVIEW 2023-24

Primary 'Fizzy Things' groups are run at least twice weekly, with a focus on skills incl. balance, co-ordination, ball skills and body awareness.

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SECONDARY P.E. OVERVIEW 2023-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Orienteering	Gymnastics & Yoga	Football & Basketball	Tag Rugby	Athletics/Sports Day Practice	Cricket & Tennis
Year 8	Orienteering	Gymnastics & Yoga	Football & Basketball	Tag Rugby	Athletics/Sports Day Practice	Cricket & Tennis
Year 9	Orienteering	Gymnastics & Health and Fitness	Football & Basketball	Tag Rugby	Athletics/Sports Day Practice	Cricket & Tennis
Year 10	Orienteering	Gymnastics & Health and Fitness	Football & Uni Hoc	Basketball	Athletics/Sports Day Practice	Cricket & Rounders
Year 11	Orienteering	Gymnastics & Health and Fitness	Football & Uni Hoc	Basketball	Athletics/Sports Day Practice	Cricket & Rounders

**How do we know our P.E. learners are actually learning? How do our learners know how they are doing?**

- Regular formative assessment for learning, both in discrete P.E. lessons and within cross curricular learning situations with the class team
- Attainment in discrete P.E. lessons assessed against the Gosden House P.E. Progression Skills Document
- Progress tracked and communicated regularly between visiting specialist staff and class teams
- Learning Habits and Muscles are integral to the self-reflection learning journey of every learner, supporting them in understanding their own learning and progress through discussion and feedback
- Evisense - opportunities to capture WOW moments / pupil voice and share with families

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## **What do we want for our future Gosden P.E. learners?**

As young adults, we want our learners to understand why being active is good for you and how physical activity contributes to a happy and healthy lifestyle and can provide opportunities for social engagement. We also want them to have developed an understanding of how good communication can help to solve problems and that there is benefit in working with others, even when aspiring to be independent. We aim for our students to become active learners, active citizens and active communicators who can thrive in their communities beyond Gosden.

### **DEIB**

Our approach to teaching of Physical Education ensures that all learners' particular needs are met during sport and physical activity. To support diversity, equity, inclusion and belonging, we inspire every child to take part, ensure that high quality provision is accessible for all and that students feel positive benefits from participation.

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