



Physical Education at Tacolneston & Morley

<p>At Tacolneston and Morley, Physical Education is a unique and vital contributor to pupil's physical development and wellbeing. A broad and balanced PE curriculum will provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. They will be encouraged to develop their creative and expressive abilities, through improvisation and problem solving.</p>	<p><u>Big ideas</u></p> <p>Becoming physically competent in a broad range of activities.</p> <p>Understanding the effects of exercise on the body whilst improving fitness in a sustained way.</p> <p>An ability to work independently, and communicate with and respond positively towards others.</p> <p>Develop a sense of fair play, respect and well-being.</p>	<p><u>Teaching</u></p> <p>The teaching of Physical Education is:</p> <ul style="list-style-type: none"> • Well sequenced and builds on prior learning • Knowledge rich • Carefully planned as to give all pupils a suitable level of challenge 	<p><u>Creators, collaborators, communicators and critical thinkers</u></p> <p>Physical education has a vital role to play in the federation's intent to develop children as creators, collaborators, communicators and critical thinkers.</p> <p>As <u>creators</u>: pupils are taught to create their own ideas and suggestions. For example, Children may put together their own sequence of movements that they have created in a gymnastics lesson.</p> <p>As <u>collaborators</u>: pupils are taught the vital skills to work effectively together and to collaborate. For example, children are taught the skills to effectively collaborate as part of an invasion game.</p>
<p><u>Content, sequencing and progress</u></p> <p>PE curriculum allows children to develop and build upon the skills and knowledge they have previously acquired. For example:</p> <p>EYFS: Experiment with different ways of moving.</p> <p>KS1: Use dance movements to communicate ideas.</p> <p>KS2: Express a range of emotions and feelings through dance.</p>	<p><u>Support for all</u></p> <p>Support for children within lesson includes (but is not limited to):</p> <p>Additional members of staff</p> <p>Scaffolding of tasks</p> <p>Carefully differentiated activities</p> <p>Use of 'low threshold, high ceiling' activities.</p>	<p><u>Opportunities to excel</u></p> <p>The federation is an active part of the South Norfolk School Sports Partnership giving pupils access to a number of sporting events and competitions, providing opportunities for a large number of pupils to excel.</p> <p>Qualified coaches run activities at the end of the school day and where appropriate, children are signposted to local sports clubs for further development opportunities.</p>	<p>As <u>communicators</u>: pupils are taught to communicate with each other, and in different ways. For example, to communicate as part of a wide game in Outdoor Adventurous Activity.</p> <p>As <u>critical thinkers</u>: pupils are taught to reflect on their performances critically, for example to improve a dance routine.</p>