

Rationale:

The PE Curriculum at Burton Road is designed to ensure activity, progression and engagement for **all pupils**, regardless of background, need or previous knowledge, and it should enable them to progress and achieve success. Our key aims are:

- to provide a broad, balanced and rich curriculum of physical education for all
- to foster opportunities for children to find enjoyment and achieve success in physical activity
- to develop competences (motor competences; rules, strategies and tactics; and healthy participation) in a broad range of activities
- provide lessons where knowledge is built in order for children to know what to do and know when to do/apply it
- Ensure children are physically active for sustained periods (min 50% lesson time, aim 80% (dependent on the activity))
- activities are adapted (progressed and regressed) to meet the needs and challenge all pupils

On PE lesson days, the children come to school in their kits to ensure that the maximum amount of lesson time is spent on physical activity or knowledge development. We strive towards the recommended 2 hours of lesson time – please see the **allocated timetable** below.

Curriculum Design:

Why the Get Set Scheme?

Careful consideration went into the selection of Get Set to ensure it was right for the pupils of Burton Road. In summary:

- Researched, tried and tested – we researched options, trialled it with staff and took feedback from partnership schools
- Lesson units display clear progression through objectives, tasks and vocabulary
- The website and planning is easy to navigate and clear to follow, especially in units staff identified as needing further support with, e.g. gymnastics
- Lesson plans are informative, clear and with high-quality resources to support teaching and modelling
- Flexible – we can design our own long term plan and progression sequence from a wide range of sports
- Assessment support documents are part of the package
- cost/time implication of creating our own scheme. As PE leads, we want to focus on effective CPD and delivery of quality-first teaching.

Designing the BR Curriculum:

The aim for the curriculum plan is firstly to meet the requirements of the National Curriculum, but also to ensure that learning is:

Progressive – knowledge is built through sequential lessons and units

In practice: In EYFS, the units are sequences for progression (unit 1 and 2 increase in difficulty) In KS1, ball skills is sequenced first as it isolate skills to prepare children to apply these in games activities (target, net and wall, striking and fielding and invasion) with increased pressure, rules and decision making.

Transferable - units are sequenced to ensure children can transfer their knowledge and vocabulary across units, making meaningful connections to enhance meaningful connections, differences between the units are explicitly taught.

In practice:

In KS2, gymnastics then dance, followed by yoga, a new subject for many children, which uses the core skills and vocabulary from the previous two units, such as a sequence of movements connects into a 'flow'.

In KS2, consideration has been made to our events programme and community links, teaching units where children also get to use these skills in the inter-sport event/competition calendar, e.g. Rugby, Golf, Tennis. Taster sessions are arranged with these community clubs where possible to signpost children to ways continue to develop their knowledge out of school

Challenging – Variety of units meet the three pillars of progression beyond more familiar sports, where children have a greater difference in their prior knowledge.

In practise: Units include Yoga, Golf, Handball and Volleyball

Adapted – Units from the scheme have been adapted with suggested activities/tasks on our medium term planning, using knowledge of our specialist sports coach and to meet the differing needs of the children within our setting.

Units have been selected over a 2-year cycle, to ensure that all children will access each unit by the end of the key stage.

Adapted to meet the needs of our setting – available space, time and teaching staff

In practise: Consideration has been made for weather to avoid disruption to lessons, placing units such as dance and gymnastics in Autumn 2 and Spring 1.

Units have been allocated between class teachers and the sports specialist to best use teacher expertise – Teachers to lead dodgeball with additional training from AH and additions made to the long term plan, e.g. addition of throwing technique or barrier blocks in cricket.

The long term plan for 2022 – 2023 shows the transfer to the Get Set for PE scheme in Spring 2, 2023 following staff training and trials.

Consideration for SEND:

The [SEND crib sheet](#) informs staff of individual strengths in PE and possible adaptations or considerations which may need to be taken into account to meet the needs of our pupils.

The Teaching and Learning policy for Burton Road ensures teachers continually adapt tasks that are appropriately matched and adapted (progression and regression) to challenge all learners. Where possible and in best practise, this will be an adaptation to the main activity. Only when appropriate will a fully adapted task be used. [See the adapted Teaching and learning Policy for the teaching of PE.](#)

Assessment – early identification of children requiring intervention to support their physical development must be communicated to the SENDCO/P.E Co-Ordinator.