

Physical Education Pathway-ARB

Subject Lead: Jordan Garratt

Subject Vision

At Camelford Primary School, our vision is to provide a range of practical opportunities for our pupils to strengthen their bodies, work as a team and learn about staying healthy, inspiring our students to ensure they foster a love for health; and to prepare them so they may contribute to a team and therefore the wider community to become responsible and healthy citizens.

INTENT:

At Camelford Primary School, we recognise the importance of health and physical activity in every child's daily life. We aim to deliver a broad and balanced PE curriculum from EYFS to the end of Key Stage 2 by following the Equals Curriculum for |Physical Education and Engagement Steps & Primary Steps assessment statements to ensure that all children develop knowledge and understanding. We aim to inspire our students to understand their body's needs in a sensory regulation sense, so they know how to adapt themselves and their environment in order to learn and live a rich life outside of school.

IMPLEMENTATION:

The PE curriculum at Camelford Primary School ARB has been developed as part of our four-year rolling programme and is taught within topics that encompass the whole-school themes. Following the Equals Curriculum, as well as assessment statements from the Engagement & Prime Steps, the long-term planning has been designed to enable pupils to learn new knowledge, skills and relevant vocabulary, whilst revisiting and revising those previously learnt. Medium term planning is supported by the subject lead and lessons are sequenced with clear and relevant learning objectives to ensure curriculum coverage and opportunities to work scientifically are embedded within the learning. Learning includes in and out of classroom, local visits and links with our neighbouring Trust schools, to inspire and encourage curiosity and wonder.

IMPACT:

We aim for our children to have developed detailed sensory and physical knowledge and skills, working as a team as well as continuing to be confident and competitive individuals, as they prepare for the next steps in their education and for their future. The quality of Physical education across the school is monitored and reviewed termly, this ensures our pupils experience, enjoy and have the potential to excel in their health journey with us at Camelford Primary School ARB.

Camelford Primary School PE Skills Progression

	Year 1			Year 2			Year 3			Year 4		
	Ourselves (12 weeks) Evolution of Man Science Focus	Our School (12 weeks) Our Community, Our World Geog Focus	Weather & Seasons (12 weeks) Environmen tal Warrior Science Focus	Toys (12 weeks) Invasion & Rebellion History focus	Spring & Growth (12 weeks) Environme ntal Warrior Science Focus	Creatures great & small (12 weeks) Evolution of Man Science Focus	Colour & Light (12 weeks) Environme ntal Warrior Science Focus	Communiti es & Cultures (12 weeks) Our Community , Our World Geog Focus	On the move (12 weeks) Evolution of Man Science Focus	Journeys (12 weeks) Transport & Railways- British Values History Focus	Houses & Homes (12 weeks) Invasion & Rebellion History Focus	Out & About (12 weeks) Transport & Railways- British Values History Focus
A R B	Social & Physical Interaction P1a This is me S1a, b	Co-operative movement P2 & 3a S2d Gymnastics	Sensory & Tactile P1b, c Athletics	Games Where's it gone? S2c, P2&3b, c, 5d	Dance S3b, P1d, 3b	Athletics S3&4c Making a mark	Games S5b Hands On S1c, P3&4c	Interaction with others P3d, 4a, d	Move it- feet first S2a, b, 3&6a, P4b, Gymnastics	Dance Moving with purpose S4&5a, P5a- c	Games Here I am S4&6b	I like moving S3&4d Athletics P6a, b, d

Camelford Primary School PE Skills Progression

The following documents detail the Engagement Steps and Primary Steps statements and the progression of skills within each of the given topic areas. Each progression of skills document shows expectations for levels Engagement Steps 1-6 and Primary Steps 1-3

How should this be used to help plan learning opportunities?

Teachers must ensure that they use the progression of skills to guide their planning, teaching and assessment. They should inform their planning for each child inline with their level in each subject area. However, due to the fact that we have mixed classes at Camelford ARB, teachers must use their professional judgement.

How can this be used by subject leads and SLT?

Subject Leads and SLT should use the progression of skill statements and subject coverage documents to ensure the correct coverage is happening across the school, at the right times, that the areas being taught are relevant (as per the pathway) and that they are pitched to the right level ensuring challenge. The journey of a child in their time at Camelford ARB should be carefully monitored to ensure their learning is progressive and varied.

Engagement Steps 1-6

Sensory & Physical: Gross Motor Operation Description

Assessment of Gross Motor Physical Operation measures the extent to which a pupil controls the bigger movements that use the large muscles in the arms, legs, torso and feet.

Sensory & Physical: Vestibular Operation Description

Assessment of Vestibular Sensory Operation measures the extent to which a pupil reacts to the sensation and perception of balance and motion.

Sensory & Physical: Proprioceptive Operation Description

Assessment of Proprioceptive Sensory Operation measures the extent to which a pupil reacts to the sensation and perception of one's own body.

Primary Steps: 1-3

Physical Education Description

Assessment of Physical Education measures the extent to which a pupil can move their body, understand and meet their body's health and sensory needs and work within a team.

Science: Animals, incl Humans Description

Assessment of Science Animals, incl Humans measures the extent to which a pupil understands the features & needs of a variety of animals, including humans.

Science: Forces Description

Assessment of Science Forces measures the extent to which a pupil understands the uses of forces and basic knowledge on how forces effects a range of items.

PSHE: Physical Health & Mental Wellbeing: Healthy Eating

Assessment of PSHE Healthy Eating measures the extent to which a pupil understands how to maintain a balanced diet **and healthy lifestyle**.

*beyond these assessment tools and statements, pupils in ARB would move on to YR1-YR6 statements for assessment found under the same categories on B2 Connecting Steps. We do not currently have pupils in our ARB working close to this level.