Physical Education at Holdbrook

Intent

A high-quality of the Physical Education curriculum in Holdbrook Primary School is to provide students with the foundation of physical health, coordination, and fitness, while also instilling key life skills like teamwork, communication, and perseverance. The goals include:

- **Physical Development**: Encouraging a lifelong interest in physical activity and developing skills such as coordination, balance and strength.
- **Social Skills**: Promoting teamwork, cooperation and respect for others through group activities and games.
- **Mental Well-being**: Enhancing confidence and self-esteem through physical success and participation.
- **Understanding of Healthy Lifestyles**: Teaching the importance of staying active, making healthy choices and understanding the benefits of exercise for overall health.

Our PE curriculum aims to develop a sense of excitement and enjoyment about PE and sport whilst developing skills and experiencing new sports and activities. The scheme of work is inclusive and meaningful, so all pupils may experience the joy of PE. Our curriculum also includes Forest School for all children in Key Stage 1 and 2. Children in Year 5 attend swimming lessons.

Our extra curricular programme also allows for children to engage in PE/sport in a positive and nurturing environment. We also offer children experiences outside of the school setting by entering competitions and festivals as well as taking children to local facilities, such as the white water centre, so they can take part in canoeing, paddle boarding and other water based activities.

Our PE curriculum enables pupils to meet the end of key stage attainment targets in the National curriculum and the aims align with those set out in the National curriculum.

Implementation

At Holdbrook our PE curriculum and delivery is engaging, inclusive, and developmentally appropriate. The implementation focuses on:

- **Curriculum Design**: The PE curriculum is well-structured, progressive, and diverse, offering a variety of activities that cater to different interests (e.g., team sports, gymnastics, dance, swimming) whilst covering the requirements set out in the national curriculum.
- **Skilled Instructors**: Children receive two hours of high quality PE lessons per week. One hour is delivered by our PE coach. The teacher is present and this also offers as CPD for teacher to enhance their teaching in PE. The second hour is delivered by the class teacher. Teachers delivering PE

Teachers should be well-trained and passionate about PE, with knowledge of child development and how to adapt activities for all ability levels.

- **Inclusivity**: PE should be accessible to all students, including those with disabilities

Impact

The impact of a well-implemented PE program can be seen in various areas:

- Physical Health: Children develop a greater awareness of fitness and how to keep their bodies healthy, leading to improved stamina, strength, and motor skills.
- Social and Emotional Growth: Students gain confidence, develop interpersonal skills, and build teamwork and leadership abilities.
- Academic Performance: Research suggests that physical activity can positively impact cognitive function and concentration, leading to better academic results.
- Lifelong Habits: Children who enjoy physical activity at a young age are more likely to continue being active throughout their lives, promoting long-term health and wellness.
- Well-being: Regular physical activity helps reduce stress and anxiety, contributing to improved mental health.

In summary, the intent of PE in primary schools is to encourage a balanced development of physical, mental, and social skills. The

or special educational needs (SEN). Differentiated activities should be provided. ● **Resources and Facilities**: Schools should have the appropriate equipment and safe, suitable spaces for various types of physical activity. ● **Assessment**: Ongoing assessment of students' physical skills, effort, and progress helps shape future lessons and ensures that students are progressing	implementation should focus on engaging, inclusive activities that cater to all students, and the impact can be seen through improved health, confidence, and academic success. The impact of our Science curriculum constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives and any relevant scientific enquiry skills. Furthermore, each unit has a unit quiz and a knowledge and skills catcher, which can be used at the beginning and/or end of the unit to provide a summative assessment. Opportunities for children to communicate using scientific vocabulary will also form part of the assessment process in each unit. After implementing our science curriculum, pupils should leave school equipped with the requisite skills and knowledge to succeed in key stage 3 Science. They will have the necessary tools to confidently and meaningfully question and

	explore the world around them as well as critically and analytically experiencing and observing phenomena. Pupils will understand the significance and impact of Science on society. ● Develop a body of foundational knowledge for the Biology topics in the National curriculum: Plants; Animals, Including Humans; Living Things and Their Habitats; Evolution and Inheritance. ● Develop a body of foundational knowledge for the Chemistry topics in the National curriculum: Everyday Materials; Uses of Everyday Materials; Properties and Changes of Materials; States of Matter; Rocks. ● Develop a body of foundational knowledge for the Physics topics in the National curriculum: Seasonal Changes; Forces and Magnets; Sound; Light; Electricity; Earth and Space. ● Be able to evaluate and identify the methods that 'real world' scientists use to develop and answer scientific questions. ● Identify and use equipment effectively to accurately gather, measure and record data.

	• Be able to display and convey data in a variety of ways, including graphs. • Analyse data in order to identify, classify, group, and find patterns. • Use evidence to formulate explanations and conclusions. • Demonstrate scientific literacy through presenting concepts and communicating ideas using scientific vocabulary. • Understand the importance of resilience and a growth mind-set, particularly in reference to scientific enquiry. • Meet the end of key stage expectations outlined in the National curriculum for Science.

Assessment Formative and summative assessments demonstrate how well the progression of skills and knowledge have met outcomes. These are completed termly, by teachers, to assess pupils against the learning objectives and any relevant scientific enquiry skills.	
Monitoring • To oversee, with support from the leadership team, the curriculum content and progression within Science. • To support colleagues with the planning, implementation and assessment of Science.	Marking & Feedback At Holdbrook Primary School we believe that marking should provide constructive feedback to every child. Marking and feedback should focus on successes and targets for improvement linked to the learning objectives or success criteria. This should enable children to become reflective learners and help them

• To take responsibility for the purchase and deployment of central resources. • To monitor and evaluate the progress in Science and take action to drive improvement in Science. • To ensure a range of enrichment opportunities are provided to inspire children's learning. E.g. Trips, workshops, after school clubs, themed weeks, special projects etc. • To liaise with appropriate bodies such as: local schools, governors, the local authority with matters to do with Science.	close the gap between their current and desired performance. • Correct work is marked in pink and staff provide next steps in green pen. • Key vocabulary should be highlighted and spelling errors should be identified.PW • All self-assessment should be completed weekly and written neatly underneath the work using a purple pen. • Work will show whether the work has been completed in pairs (PW), independent (I) and classwork (CW).

EYFS

Science in the Early Years Foundation Stage is covered in the **'Understanding the World'** area of the EYFS Curriculum. It is introduced indirectly through activities that encourage every child to explore, problem solve, observe, predict, think, make decisions and talk about the world around them.

During their first years at Holdbrook school, our children will explore creatures, people, plants and objects in their natural environments. They will observe and manipulate objects and materials to identify differences and similarities. They will also learn to use their senses, feeling dough or listening to sounds in the environment, such as sirens or farm animals. They will make observations of animals and plants and explain why some things occur and talk about changes. Children will be encouraged to ask questions about why things happen and how things work. They might do activities such as increasing the incline of a slope to observe how fast a vehicle travels, or opening a mechanical toy to see how it works. Children will also be asked

questions about what they think will happen to help them communicate, plan, investigate, record and evaluate findings.