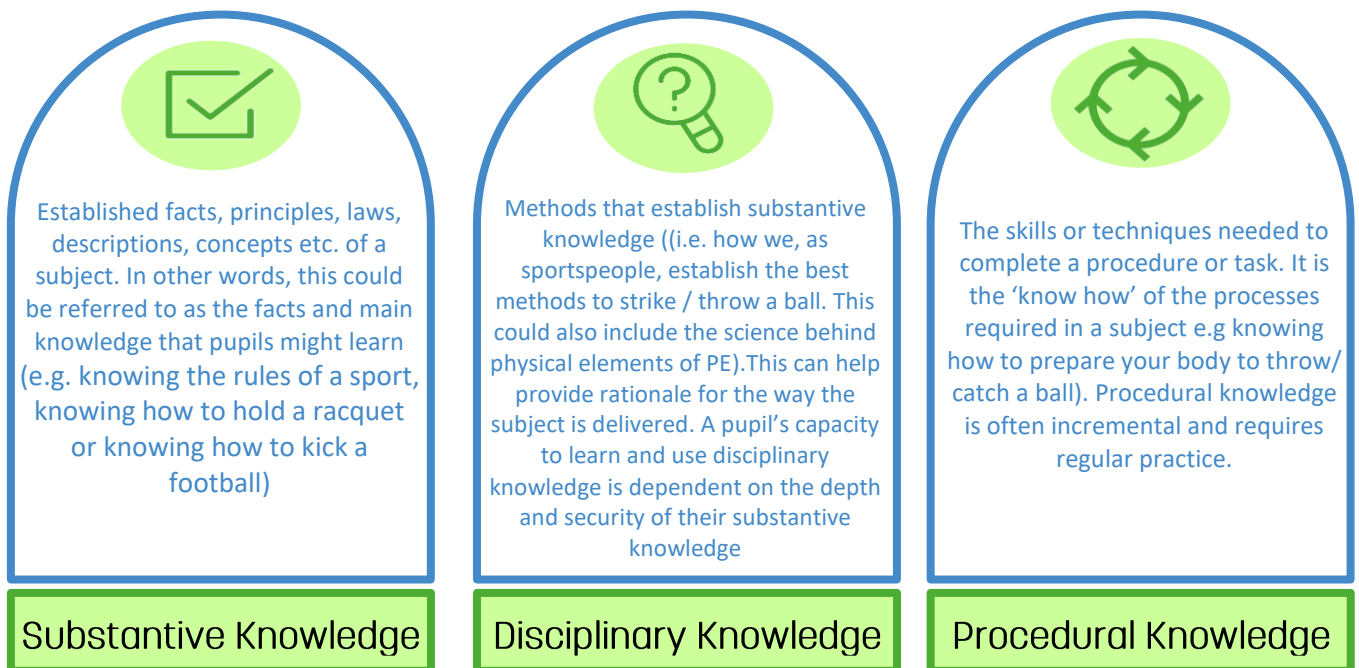


Principles of Teaching and Learning

At The Coombes CE Primary School, we ensure that our curriculum design places rich subject-specific knowledge at the heart of all learning. When planning our curriculum, we recognise that there are different types of knowledge that contribute to effective learning and the distribution and intersection of these differs between each subject.

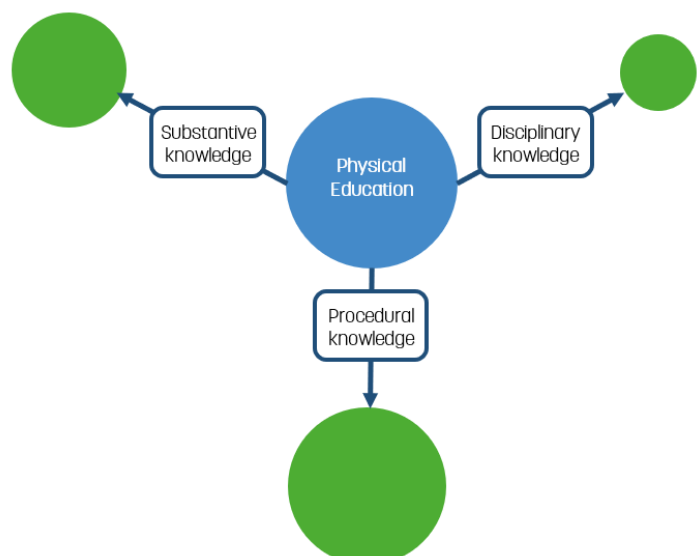
The pedagogical subject-specific approach to teaching and learning considers each knowledge type and is therefore essential in both planning and delivery, ensuring children make connections with prior learning within and across subjects, creating deeper learning experiences. Using this approach to our curriculum ensures children at The Coombes are able to confidently recall, use and apply knowledge across all subject areas, whilst also developing a love of learning and to grow and flourish in all stages of their education in our school.

The three types of knowledge



Knowledge distribution

We recognise that different subjects have different weightings of substantive, disciplinary and procedural knowledge. This infographic highlights what we consider to be the ratio of each form of knowledge within this subject:



Our Design Technology Vision

Our aim is to teach pupils to be active, engaged and enthused about sport, physical activity and knowledgeable about the importance of physical health. We aim for pupils to value their physical health, enjoy physical activity and be inspired to be active and take up sports and activities in/out of school and throughout adulthood. Physical Education is a subject that is valued throughout the school, with children having the opportunity to participate in the widest variety of sports possible in structured PE lessons, as well as in their play, daily mile and extra-curricular opportunities. In addition, we aim to provide all children with the opportunities to represent their school house and/or the school in competitive and non-competitive intra/inter-school competitions and festivals. We also aim to ensure pupils understand their bodies and the significant benefits physical activity can have on wellbeing and health.

Staff will be highly skilled, with expert coaching used regularly to provide/model high-quality lessons for staff and supporting outcomes. Finally, the subject will be effectively resourced and inclusive, ensuring all children participate and area actively involved. This includes any children with SEND or a physical disability.

Curriculum structure

PE is taught weekly in discrete lessons. Units are centred around specific sports or skillsets, and use core skills, knowledge and understanding to build progression as the pupils move through the year groups. The curriculum is structured to provide pupils with the opportunity to learn skills across a wide variety of sports. Each term, pupils complete activities in the areas of dance, gymnastics, games or swimming. In KS1 the focus is on fundamental skill development in all of these areas. In KS2 the focus is on applying fundamental skills (e.g. movement, throwing, catching) across a wide variety of sports and activities. Popular sports are repeated within the curriculum as they link with school teams and interschool competition. Where this occurs, there is clear progress of skills and/or application of skills.

Lessons are delivered in a way which ensures the pupils are continuously active through the lesson. Evidence demonstrates that this is beneficial to the physical wellbeing of children. Children complete an active warm up, then through a variety of activities skills are modelled and significant practise/rehearsal takes place individually, paired or in small groups. Throughout a module of learning, opportunities to apply skills is offered with regular evaluation of performance provided. Once skills are mastered to an appropriate level, small team games/performance opportunities are provided. Lessons are completed with a 'warm down' where the physical benefits of exercise, anatomy and or revision of key learning is discussed.

Each subject has concepts which run through every unit and year group. These concepts allow certain Art & Design units to experience and develop control of different materials and media, while others may focus upon recreating art in the style of others. This ensures that some units focus upon material and media while in others, a specific end product demonstrates progression in application and form from unit to unit and year to year

To complement the curriculum, there are opportunities to represent the school in school sports teams and through tournaments and sporting experiences with other schools in the local area

In PE, our concepts are as follows:

| | | | |
|------------------|--------------------------------------------|-------------------------------------|------------|
| Motor Competence | Rules, Strategies and Tactics / Expression | Healthy and Resilient Participation | Evaluating |
|------------------|--------------------------------------------|-------------------------------------|------------|

Early Years Foundation Stage

In Early Years Foundation Stage (EYFS), our pupils enjoy dedicated PE lessons to develop their gross and fine motor skills and key fundamental movement skills. Pupils also learn about health food choices, staying healthy, and the importance of safe physical movement. Systems are implemented to build daily physical activity into our pupils' routine, and our outside area is well-resourced for encouraging physical play and the development of fundamental skills that can be later applied to a range of sport and physical activity.

Key Stage 1

In Key Stage 1 (KS1), pupils receive teaching (at times by our Director of Sport) using a range of equipment and apparatus in order to develop high-quality fundamental skills across a range of sports. When appropriate, the opportunity to utilise/apply fundamental skills in competitive games/activities is provided to help children understand the rules, skills, techniques and application of their skills to a range of sports and activities. The focus placed on fundamental skills enables pupils to master gross motor skills and techniques using a range of equipment that can be applied and further refined in a broad range of sports throughout Key Stage 2.

Key Stage 2

In Key Stage 2 (KS2), pupils learn a variety of sports from around the world. These are taught, at times, by a specialist coach and our Director of Sport. Strategy, teamwork and refining of skills is developed through a variety of drills, small game and competitive team activities. Pupils continue to refine skills developed in key stage 1 whilst also considering their skill use within tactics and strategy. Pupils further develop their understanding of a healthy, active lifestyle and the importance of a healthy diet. Pupils also engage with OAA and swimming sessions to broaden their skillset and understanding.

Milestones and assessment opportunities

Our milestone objectives and assessment opportunities ensure that there is clear progression and we know how to assess those types of knowledge and outcomes within a unit.

Vocabulary

Tier 2 and Tier 3 vocabulary that is specific to each art and design skill or process is planned and delivered over each unit, building a bank of both words and knowledge items linked to their definitions, over time.

Cross curricular links

Our school values are part of everything we do. To ensure that is seen within the curriculum, we make explicit links to our values, as well as British Values, Eco / Forest School and Rights Respecting Schools.

It is also important to understand how subjects can work with each other, so there are specific links to other subjects outlined in the Unit Maps.

Growing and Flourishing through experiences

Through a range of partnerships, children get the opportunity to regularly represent the school and compete in interschool competition. The aim is that, in time, all children will represent the school at least once annually. A variety of clubs are available across various sports at different times throughout the week. School 'teams' will enable our most able sportspersons to showcase their skills. Bracknell and Wokingham sports partnerships provide children with a wide variety of competitive team activities across a wide variety of sports. School events are planned which encourage pupils to be active and inspired to participate in sports (e.g. Olympian visit). Within the village, the PE curriculum enables children to develop dance skills which are displayed at events during the year.

Impact

We measure the effectiveness of our curriculum in the following ways:

- Pupil data tracking (PITA grids and Target Tracker)
- Impact and Accountability Report– Olympic Legacy Funding
- Book scrutiny
- Monitoring of lessons and planning (including from governors and external validation e.g. TKAT or WBC)
- Pupil conferencing and annual pupil survey (pupil participation rates)
- See reports to governing body (Resources/Headteacher reports)

Supplementary support

We utilise the following support within our curriculum for this subject:

- Wokingham Borough Council sports partnership
- Local teams, leagues and community groups
- Local secondary schools
- Forest Learning Alliance
- Bracknell Sports Partnership
- PE association subscription
- TKAT subject network meetings
- Local experts and support networks (including Reading University and local independent schools).