

PE
AT



HAZEL LEYS ACADEMY

Create Strength Control Shape Sprint Obstacles Turn Rotation Asymmetry
Warm Take Spin Speed Release Assessment
Refine Run Measure Team
Evaluate Joints Performance Pacing Leading
Target Muscles Position Time
Explore Refinements Display Accuracy

HAZEL LEYS ACADEMY CURRICULUM INTENT

VALUES	  
INTENT	<p>At Hazel Leys Academy, we aim to provide all pupils with a well-sequenced, knowledge-rich curriculum, centered around a stimulating and inclusive educational environment in which everyone feels safe, respected, and supported to grow and develop to their full potential. Our school's vision is to ignite the spark of curiosity in every child. We want to make them excited about learning new things and discovering the world around them.</p> <p>We encourage them to aspire to great heights, to dream big and believe in themselves. With hard work and dedication, we believe they can achieve anything they set their minds to and become exceptional contributors to their communities. Together, we can ignite, aspire, and achieve amazing things!</p> <ul style="list-style-type: none"> • Ignite. We ignite passions. • Aspire. We inspire aspirations. • Achieve. We achieve greatness. <p>The principles of our knowledge-rich curriculum are:</p> <ul style="list-style-type: none"> • Knowledge is valued and specified • Knowledge is well-sequenced • Knowledge is taught to be remembered <p>The content in our curriculum has been carefully chosen by subject experts and has been sequenced in a meaningful way that enables children to make connections and progress from unit to unit, term to term and year to year, supported by additional schemes of work such as Charanga, Teach Computing, Jigsaw and Primary Languages.</p>    
SKILLS FOR LIFE	<p>The curriculum entitlement supports the development of individual essential skills for life through the Skills Builder aspects:</p> <ol style="list-style-type: none"> 1. Listening 2. Speaking 3. Problem Solving 4. Creativity 5. Staying Positive 6. Aiming High 7. Leadership 8. Teamwork 

OVERVIEW

At Hazel Leys Academy, we recognise the role that Physical Education has to play in promoting a long-term healthy lifestyle, which is both enjoyable and fulfilling. We aim to provide a high-quality physical education curriculum, in which pupils are physically active for a sustained period of time. We aim to inspire all our pupils to succeed and excel in competitive sport and other physically demanding activities through our physical education culture, in which we aim to enhance academic achievement, as well as the health and well-being of our pupils. In turn, we believe this will have a positive impact on progress in reading, writing and maths.

We want to provide opportunities for our pupils to become confident and physically literate in a broad range of activities, in a way which supports their wellbeing. In addition to this, we aim to provide opportunities for children to compete in sport and other activities in order to build resilience and embed values such as teamwork, fairness and respect.

INTENT

It is our intent at HLA to teach children life skills that will positively impact on their future. We aim to deliver high-quality Physical Education, that will inspire all children to succeed in physical activities later in life. We aim for all children to be physically active for sustained periods of time, on a daily basis and be able to make informed decisions to lead healthy and active lives. We aim to teach children how to co-operate and collaborate with others as part of a team, understanding fairness and equity of play, resilience in competing and the spirit of the games, as well as exposing children to a variety of sporting events, both within our curriculum, as well as competition level.

At HLA the life skills of teamwork and leadership are as important as the practical skills of balance, coordination and tactics to name a few.

However, it is our intent that children's mental health and well-being is provided for as well as their physical health, so at HLA we include units of work, such as yoga at the end of both key stages within our curriculum map. Swimming is an important life skill, so at HLA our Year 5 children swim for the whole year. We aspire for all children to leave the academy being able to swim at least 25 metres and being able to self-rescue.

IMPLEMENTATION

Pupils at HLA participate twice weekly in high quality PE and sporting activities, with additional daily access to other active lessons, our wonderful mile a day track and support from lunchtime active playgrounds. All classes participate in 5-a-day, cosmic yoga, go noodle or BBC Super Movers, a mile a day and fitness videos daily to help students meet the 30 minutes of physical activity within the school day.

Our PE curriculum incorporates a variety of sports to ensure all children develop the confidence, tolerance and the appreciation of lots of sports. This is enhanced by visits from athletes to inspire the children to participate. We provide opportunities for all children to engage in extra-curricular activities during and after school, in addition to competitive sporting events which run throughout the year. This is an inclusive approach, which endeavours to encourage, not only physical development, but also well-being, attending both highly competitive sporting events, as well as festivals that celebrate participation or OAA events focusing on other skills.

We support those children who need additional guidance in making healthy choices, then provide them with routes into our own after school sporting provision or community sport clubs.

At HLA, we also plan a 'Sports Week', within the year, to promote healthy life-styles, competitions and access to try new sports. During this week, children are encouraged to think for themselves in becoming the best sports person they could be and improving their own personal bests.

IMPACT

At HLA, our curriculum aims to improve the wellbeing and physical fitness of all children, not only through the sporting skills taught, but through the underpinning values and disciplines that PE promotes. We ensure that our PE curriculum is progressive and allows children to develop fundamental skills and apply them to a variety of fun sports and activities that the children are interested and inspired to take part in. Year 6 pupils leave school with the skills to self-rescue in the water and swim 25 metres competently.

Within our lessons, children are taught about self-discipline and to be successful, you need to take ownership and responsibility of your own health and fitness. All children are provided with the skills and given opportunities to demonstrate improvements to achieve their personal best. Our pupils are physically active, not just within the PE lesson, but throughout the day - this has positive implications on their learning inside the classroom. Children understand how to lead a healthy lifestyle and understand the importance of exercise. We hope children enjoy PE and develop a love of sport, and physical activity, that they pursue outside in future life.

Children are encouraged to **achieve and shine** by taking part in intra-sport competitions. Children of all abilities will take part in competitive sporting activities at the end of some units of work once a term. The skills they have acquired will be used to compete as part of a team in competitions.

CURRICULUM DESIGN

Year	Key Learning Sequence	PE Focus and Connections
EYFS	First PE, Movement to Music Enjoy a ball, FMS Football, Movement to Music Multi-skills, Dance Athletic Skills, Dance Tennis, Dance	Motor competence Hand/eye coordination Healthy participation Move confidently in range of ways Safely negotiating space Handle equipment effectively Control Problem solving Navigation Reflection
Y1	OAA, Football Gymnastics, Multi-skills Ball Games, Dance Balls Skills, Dance Yoga, Athletics skills	Problem solving Navigation Reflection Motor competence Ball control Hand/eye coordination

	Ball Skills, Kwik Cricket	Healthy participation Running, jumping, throwing and catching Participate in team games Movement skills Control Using a range of actions and body parts
Y2	OAA, Football Gymnastics, Fitness Ball Games, Dance Dance, Indoor Athletics Yoga, Athletics Tennis, Kwik Cricket	Problem solving Navigation Reflection Motor competence Ball control Hand/eye coordination Healthy participation Running, jumping, throwing and catching Participate in team games Movement skills Balance Control Using a range of actions and body parts
Y3	OAA, Football Gymnastics, Fitness Circuits Handball, Dance Multi-skills, Dance Athletics, Swimming Tennis, Kwik Cricket	Problem solving Navigation Reflection Rules, strategies and tactics Ball control Hand/eye coordination Healthy participation Participate in team games, simple tactics for attacking and defending the ball Movement skills Balance Control Improvisation Use a range of swimming strokes Perform self-rescue
Y4	OAA, Tag Rugby Gymnastics, Fitness Circuits Basketball, Swimming Indoor Athletics, Dance Athletics, Tennis Golf, Rounders	Problem solving Navigation Reflection Rules, strategies and tactics Ball control Hand/eye coordination Healthy participation Team skills Movement skills Balance Strength Flexibility Control

		Improvisation and mirroring Use a range of swimming strokes Perform self-rescue
Y5	OAA, Tag Rugby Gymnastics, Fitness Circuits Multi-skills, Basketball Swimming, Dance Athletics, Tennis Golf, Rounders	Problem solving Navigation Reflection Rules, strategies and tactics Hand/eye coordination Healthy participation Team skills Movement skills Balance Strength Flexibility Composition of sequence Use a range of swimming strokes Perform self-rescue
Y6	OAA, Tag Rugby Gymnastics, Fitness Circuits Leadership, Basketball Indoor Athletics, Dance Athletics, Tennis Dodgeball, Rounders Top-up swimming	Problem solving Navigation Rules, strategies and tactics Hand/eye coordination Healthy participation Team skills Movement skills Balance Strength Flexibility Composition of sequence Expression in dance Use a range of swimming strokes Swim confidently, competently and proficiently Perform self-rescue
SEND – Strategies for supporting access	<ul style="list-style-type: none"> • Break down learning – now/then • Adult support – start off then independent (where possible) • Specific simple instructions • Re-capping within lessons for all or groups of pupils • Mixed ability groups 	Enrichment Children participate in workshops covering a variety of sports throughout the year, for example; outdoor and adventure, dance, football and skipping. Again, providing the children with an opportunity to develop, improve their fitness and to try something new. For these workshops we have had a range of visitors into school including Olympians from the Mintridge Project and local sports offerings such as Corby Tae Kwon Do and local Multiskills clubs. All children are offered the chance to compete for the school in local competitions.

SUBJECT LEADERSHIP AND DEVELOPMENT

Subject Strengths

- Knowledge of subject gaps and how these have been addressed.
- Staff knowledge of their curriculum – progression and sequence
- Pupil enjoyment of PE
- Range of experiences provided throughout the year
- Collaborative approach to the planning – LTP/MTP with all staff
- Clear sequence of learning in planning

Areas to Develop

- Continue to develop lesson activities for effectiveness
- Continue to access specialist training from external providers to ensure the best and most current practice
- Continue to develop assessment
- CPD for staff in specific areas, such as gymnastics and dance

Monitoring

- T1 Focus – Planning development
- T2 Focus – Lesson Visits and Pupil Voice
- T3 Focus – Staff voice

CPD

- Stuart Allison Consultancy programme