



Physical Education at NSN



Our Physical Education curriculum provides children with challenge, enjoyment and an opportunity to gain knowledge and understanding of fitness and health and the importance of life-long physical activity. Lessons include the three domains of learning: cognitive, psychomotor and affective, enabling children to develop a range of skills and aspire to reach their full potential.

This is how we do it here...

- Our PE lessons take every opportunity for children to be physically active for sustained periods of time.
- Those who cannot physically take part in PE record their PE learning on provided learning records and collected by PE lead weekly.
- Children who do not have a kit are given a pass to collect a spare PE kit at break/lunch time (3 passes per a class).
- Non-participation of PE is monitored weekly by PE lead and behaviour lead.
- Each class has two scheduled PE lessons a week.
- Correct PE kit for children consists of...
 - Indoor PE: red polo shirt, black shorts, black PE socks, trainers/ plimsolls.
 - Outdoor PE: red polo shirt, black jumper / sweatshirt, black tracksuit bottoms, PE black socks, trainers only.
 - Hair to be tied back if shoulder length or below
 - All jewellery to be taken out
 - Shirts tucked inside your PE shorts.
 - No hooded tops to be worn (choking hazard)
 - No leggings: skins may be worn
 - Clean trainers/plimsolls
- Teaching staff model wearing a correct PE kit. Trainers, sports t-shirt/polo shirt, jogging bottoms/ long shorts, no jewellery, long hair tied back.
- Children get changed quietly and as quickly as possible (staff may choose to use timer/short piece of music for this) to ensure maximum PE lesson time.
- EYFS, Y1, Y2 and Y3 have a mixed changing area. Y4, Y5 and Y6 have gender specific changing areas.
- Once all children are changed, all children assemble back in the classroom where the learning objective and key vocabulary is presented.
- The learning objective and key vocabulary is discussed throughout the lesson.
- During PE in the hall, the learning objective and key words are present on the screen and referred to throughout the lesson.
- Every PE lesson starts with a warm-up and ends with a cool down.
- Ipad are used for assessment for learning and self and peer-assessment.
- Assessment highlights who did not achieve, and who exceeded.
- Photo/video evidence is collected at the end of a unit of work.
- Our ASUPERHERO curriculum is referenced within PE lessons – explaining the purpose of learning opportunities.
- PE lessons incorporate activities which develop manipulative, non-manipulative, locomotor, body awareness and stability skills.
- Fundamental movement skills are taught progressively across the school.
- PE lessons are taught in sequence to ensure children have opportunities to apply their learning, can show progression and identify key areas that may need further development.
- Val Sabin sequence of learning is used to inform planning and sequences of learning.
- Children have ample opportunity at break and lunchtime to be physically active- play leaders.
- Children are given at least one opportunity per a year to represent the school in a sporting event.

SEND provision

- Whiteboards are to be tinted
- Children who need support to get change have a visual card to support independence.
- Makaton for simple instructions used
- Visual support on whiteboard
- Visual support of instructions through posters
- Visual timetable to support to structure of the lesson e.g. warm up, balance practice, discussion, practice, cool down, transition back to class.
- Now and Next used for transition from classroom to hall and hall to classroom
- Timer or countdown on IWB used