

First Base Physical Education Curriculum is derived from objectives given in the EYFS profile and the National Curriculum. Key skills have been identified and progression mapped through from Early Years standards to the end of Key Stage One. Within each unit, key objectives will be taught and assessed. Springboard pathway includes one Physical Education session per week where pupils access a sporting activity. Pupils will access units being delivered at their individual placement time, within a half termly schedule.

First Base aim to access a variety of unique sporting activities with the intent of developing cultural capital, engaging pupils in exciting experiences, delivering high quality character education and allowing development of PSED through new experiences.

Sport activities can include; swimming, climbing, gymnastics, horse-riding, trampolining, Thai boxing, cycling, roller-skating, hockey, cricket, tag rugby. These sessions are dependent on availability of booking.

- *First Base will confirm sporting activity half termly with mainstream setting and parents.*
- *On-site activities may take the place of off-site activities in circumstances where bookings are unable to be secured.*

The purpose of our Physical Education programme of study is for pupils to engage in competitive sport and physically demanding activities. It provides opportunities for pupils to become physically confident in a variety of skills and supports health and fitness. Opportunities to take part in sport build character through developing skills such as resilience, risk taking and self-confidence. It also helps to embed values such as fairness and respect.

The fundamental areas in our Physical Education curriculum are;

- To engage pupils in a wide variety of physical activities
- To ensure pupils are physically active for sustained periods of time
- To engage pupils in competitive sports
- To promote healthy, active lifestyles

Pupils accessing the Springboard pathway will engage in an off-site sport activity each week, this session lasts between 30 minutes and 1 hour depending on the activity.

Teachers will assess learning objectives taught through a RAG rating system, which will measure progress overtime. Assessment is used to inform future planning and teaching. It is shared with mainstream schools to allow them to reach a holistic judgement. Gaps in learning and misconceptions are addressed rapidly. Pupils are supported to self-assess verbally throughout sessions. And to reflect on progress at the end of each half term, against the objectives, to enable them to develop an understanding of their own skill progression.

All teaching will be adapted to support pupil's individual needs, according to their starting point. First Base work closely with mainstream settings during induction to identify starting points and any specific strengths or difficulties. Pupils are encouraged during lessons to access challenge cards which provide regular opportunities to extend their learning.

Progression in PE; 3 Pillars of Progression

Motor competence:

We recognise the importance of developing our children's coordination of their fine and gross motor skills to support their participation in everyday activities. Teachers will assess children based on their fine and gross motor skills and will plan targeted activities for playtimes/lunchtimes to support children's development in these areas. In addition, children's fundamental movement skills will be taught and practiced within offsite PE sessions and at lunchtimes/playtimes.

Rules strategies and tactics:

Children will be given regular opportunities to develop their understanding of rules and tactics through competitive games planned into playtimes/lunchtimes and where possible during offsite PE.

Healthy Participation:

All children are supported to participate in PE sessions and are given multiple opportunities to be physically active within our school day. Children learn about the importance of exercise within both PE sessions and within PSHE and science lessons.

Date reviewed: September 2024

Reviewed by: Stacey Laws