



INTENT, IMPLEMENTATION, IMPACT - STRAND SCHEME OF WORK.

The curriculum is designed with our pupils and the Skidby community in mind. At Skidby CE VC Primary School we strive to be 'A Christian School in a small community, making a big difference.' This vision underpins every decision we make and drives the curriculum we teach. Though their educational journey with us we will develop the knowledge of every individual, help them to understand the challenges they will face in life and ultimately develop their skills to cope in an ever-changing society with the aim of helping the children to become respectful, responsible and resilient members of the community.

Subject	Relevant Curriculum Statements		Related Vocabulary
P.E. - ATHLETICS	EYFS	'Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.'	Run (T1) Change (T1) Stop (T1)
	KS1	Master basic movements including running and throwing, as well as developing, agility and co-ordination, and begin to apply these in a range of activities.'	Position (T1) Range (T2) Challenge (T2)
	KS2	'Compare their performances with previous ones and demonstrate improvement to achieve their personal best.'	Reflect (T2) Agility (T3) Pace (T3)

<p>SCHOOL AIMS Our curriculum focuses on these three key Christian values, giving children a deep level of knowledge and understanding to help them make their own decisions about how they can make a 'big difference'.</p> <ul style="list-style-type: none"> ✓ Respect ☐ Responsibility ✓ Resilience 	<p>BRITISH VALUES</p> <ul style="list-style-type: none"> ✓ Democracy. ✓ The rule of law. ✓ Individual liberty. ✓ Mutual respect. ✓ Tolerance of those of different faiths and beliefs
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CULTURAL CAPITAL
Children will learn a variety of skills. They will be able to understand the mutual respect needed to compete in a sporting competition. This will be evident through the way they conduct themselves when they compete. They will be tolerant of the different faiths and beliefs that contribute to team competitions locally, nationally and internationally. The children will understand that they are to be compliant with the rules of a game and that we live in a democratic society where both men and women can play mixed sports.

IMPLEMENTATION AND SEQUENCING

What will be made, produced, performed, or published?

The children will showcase what they have learned in sporting competitions, such as, Sports Day. In PE lessons, the children will reflect and cogitate on how they can make progress on their personal best. Photographs will be published on the school's website showcasing a range of techniques needed to compete and achieve beyond expectations in athletics.

What sequence of activity and pedagogy will be undertaken?

EYFS: Children will participate in very simple group games developing very simple skills for athletics.
Year 1: Children will participate in simple team games developing simple skills for athletics.
Year 2: Children will participate in a wide variety of team games further developing their skills for athletics.
Year 3: Children will participate in competition games, applying some basic principles suitable for athletics
Year 4: Children will participate in a wide variety of competitive games, applying and practising basic principles suitable for athletics.
Year 5: Children will participate in a wide variety of competitive games, applying principles suitable for athletics with increasing confidence.
Year 6: Children will participate in a wide variety of challenging games, competing with confidence and using appropriate technique with some modification through self-reflection.
Mastery: Children will participate in a wide variety of challenging games, competing confidently, using more complex techniques and skills with appropriate modification when needed.

IMPACT

What knowledge will the children have embedded?

Children will know how to confidently and consistently use a range of methods, skills and techniques, such as: positioning, running, jumping and throwing, in order to participate in athletics. They will know the correct sporting vocabulary depending on the activity. The children will understand why pace and agility is significant and how self-reflection can inspire them to achieve their personal best.

What retention may be demonstrated?

Here are some example questions that may be used to assess children's understanding.
EYFS: What should we do with our arms when we are running?
KS1: What is the best position to start a race? Why must we move our arms when we are running?
KS2: Why is it important to set the pace in a race? How can self-reflection encourage us to perform better?