



Creativity

Challenge

Community

St Mary's Subject Intent Document

Our Curriculum Intent at St Mary's CE School:

To develop a carefully designed, sequential curriculum, underpinned by progressive knowledge and understanding, equipping our children for their future lives. It is aspirational, providing problem solving, challenge and creativity whilst developing character including responsibility, reliability and perseverance. The curriculum ensures the children are able to celebrate uniqueness and diversity and apply their learning to positively impact the local, national and global community.

In order to achieve our Curriculum Intent, we have designed our curriculum around the following **Principles of design**:

- **Core and Progressive knowledge** – a minimum entitlement that all pupils will be required to know, grounded in the National Curriculum



Creativity

We design our curriculum to be as creative as possible, inspiring through first hand experiences which are inclusive and meeting the needs of the individual. We aim to learn and think creatively through a broad curriculum which enables all learners to discover, celebrate and nurture their talents.



Challenge

Inclusively, we aim to challenge all pupils through high expectations of behaviour and academic success. Working collectively, supporting one another, our curriculum broadens children's life experiences and enables children to take risks in a supportive environment. Central to this, is building self esteem and encouraging deep thinking, valuing pupil voice and providing rich learning experiences.



Community

Not only do we engage the community in learning, but we encourage sharing learning with the community. We aim to provide a curriculum which establishes a good foundation to enable our children to be inspired to make a difference in the world. Outdoor learning and taking responsibility for the environment is central to this as well as contributing meaningfully to our local, national and global community.

End points of our curriculum:

Principles of design					
Aspiration	PP / SEND / HAPS / EAL	Extended experiences	Subject related careers e.g. how learning is applicable / related to real world situation		
Core Knowledge	Subject based				
Procedural / Powerful Knowledge (skills)	Literacy / numeracy reinforcing opportunities within subjects	Debate / oracy skills and confidence	Opportunities to grapple with big concepts / ideas	1. Communication 2. Problem solving 3. Resilience 4. Initiative 5. Organisation 6. Teamwork 7. Digital literacy 8. Creativity	
Developing Cultural capital	Student Entitlements (e.g. trips / out of school clubs / residential)	Vocabulary extension and aspiration	Wider reading (stretch & challenge texts)	Engaging with inspirational visits and visiting speakers	School Values: Trust Responsibility Respect Honesty Perseverance
Developing Character	Values being lived out in practice	Excellent behaviour for learning	Attendance and punctuality	Independent study skills	
Creativity					
Identifying and addressing Context specific need Community	Healthy lifestyles (Healthy relationships)	Rural Engagement with Yorkshire Dales and Lake District	Developing Understanding of Diversity within the country and world		
Learning is Sequential	Key themes enhanced by Rosenshine's Principles of Instruction				

PE Subject Intent:

Our intent is comprised of the following 3 sections:

1. Our vision for the subject and the purpose it serves for our pupils.
2. Defining what the key concepts and core domains of knowledge are, that pupils will learn about.
3. The end points our curriculum is working towards.



1. Our vision

St Mary's recognises and values the importance of Physical Education (PE). Our PE curriculum aims to develop a fun, sequential, high quality curriculum that inspires all children to succeed and excel in physical activities and excel in competitive sports. We do this by adhering to the aims of the national curriculum for physical education to ensure that all children:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives
- Make the connection between an active lifestyle and positive mental wellbeing



It is our intention to provide an aspirational curriculum that enables children to develop knowledge, skills and vocabulary in a broad range of sporting activities, as well as developing values and transferable life skills such as tolerance, fairness and respect. Through enrichment and intra-school competitions and development sessions, we aim to expose our children to sports they may have never had the opportunity to engage with.

2. Our key concepts and core domains of knowledge:

- We teach our core PE through the GetSet4PE, which is in line with the National Curriculum. The scheme is a comprehensive scheme which includes assessment, lesson plans and resources to support staff teaching PE and teachers can adapt and use the scheme to suit their needs. Physical skills are given a high priority in the EY, the children are offered daily gross and fine motor activities with the aim of developing core strength, coordination, balance and co-operation. YR begin to use Getset4PE in the Autumn term and this is supported by accessing physical activities in continuous provision.
- Our pupils participate in at least two hours of high quality PE lessons per week, covering one or two different sports/skills each half term. This is enhanced by also using sports coaches and members of the wider community/local sports clubs.
- Physical activity is embedded throughout the school – our Y6 children train as young leaders in the Autumn term so they can support the younger children at playtimes, the Y6 role is to assist and organise games activities at break times.
- Children are encouraged to stay active at play times, boxes of equipment are provided and children are appointed to bring the boxes out and gather the equipment in at the end of break time.

- Our children are offered a range of extra-curricular activities (these have included football, cross-country and netballs clubs aimed at including our least active target children)
- We participate in a wide range of competitive and ‘development’ activities throughout the academic year, we are annually involved in the School Games Award; this has enabled the children to progress through the different levels and has culminated in some children representing the school at the County event. School Games places a strong focus on the children being able to participate and being able to officiate events too. Recent changes places strong emphasis on target groups negatively impacted by Covid taking part in physical activities.
- The children in EY and KS1 take part in a joint ‘Multi-skills’ event as well being part of our end of year Sports Day. The KS2 children take part in half termly inter-school events with points contributing to house points, they also take part in our School Sports Day.
- We target our KS2 non-swimmers in the Summer term and offer a focussed block of weekly swimming lessons with the aim of all our children leaving KS2 being able to swim 25m unassisted.
- Our children take part in a wide range of OAA activities; we are a Forest School and EY and Y1 class are taught Forest skills on a weekly basis. We utilise our grounds and the surrounding area to enhance the OAA we offer, which includes following an orienteering programme for some of the year groups. Our KS2 children take part in residential activities both on and off site which expand the range of physical skills offered.
- We acknowledge children’s sporting achievements in assemblies and in our school newsletter; children also receive their school “colours” if they are chosen to represent at a high level in their sport.

In the Early Years, pupils will be taught to:

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing
- Take part in outdoor and adventurous activity challenges both individually and within a team.



At Key Stage 1, pupils will be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these to a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team.



At Key Stage 2, pupils will be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team

- Compare their performances with previous ones and demonstrate improvement to achieve their personal best
- Swim competently, confidently and proficiently over a distance of at least 25 metres.

3. The end points of our curriculum:

Our learners will:

- Have a wide vocabulary and some subject specific vocabulary that will enable each child to communicate in teams sports, work with other children, be able to describe the impact of exercise on their body and be able to articulate their feelings.
- Develop fundamental skills which can be applied to a wide range of sports and activities, understand the importance of physical activity in improving well-being, leading a healthy lifestyle and have a positive effect on learning.
- Engage in activities that improve social, communication and confidence skills, develop leadership qualities and be given opportunities to show improvement and achieve their personal best.
- Be able to understand and engage in a range of physical activities in the wider world.
- Be equipped to make choices about their own physical activities and we aspire for all children to enjoy PE whilst developing a life-long love of physical activity that becomes an integral part of their lives.

Our curriculum is designed to be easily adaptable to ensure appropriate challenge, including those Higher Attaining Pupils, and scaffolding to meet the needs of all children, including those with SEND. Teachers ensure that prior learning for all children is assessed in order to adapt planning for each area of knowledge and investigation, and content is then appropriately adapted to fit the individual needs of the children in each class – for children with SEND, this is done in accordance with IEPs/EHCPs. Teachers also work closely with other health care professionals, such as physios, to provide specific support for children that require it.

In all classes, children possess a wide range of physical abilities and progress is continually assessed. Half termly progress is assessed to determine whether children demonstrate emerging, expected or exceeding skills. Where possible, children with emerging skills are offered further provision. Children who show exceeding skills, or indeed particular enjoyment of an activity area, are given opportunities for leadership or are presented with pathways towards school-based clubs, clubs outside of school or are encouraged to participate in intra-school competitions.

