

How we teach the wider curriculum

Physical Education

At St Peter's, Cowfold we believe that physical activity has a positive effect on mental health in children, including reducing anxiety and depression and improving mood. It can also help the development of confidence and we have seen that physical activity is linked to improved concentration and behaviour in the classroom.

We offer a wide range of sports. This includes inclusive PE lessons as well as after school clubs. We are always keen to participate in sporting events and ensure sport at St Peters, Cowfold is available and open to all pupils. It is important that pupils are taught specific skills, techniques and ideas and apply them accurately and appropriately, showing precision, control and fluency. They are taught to modify and refine skills and techniques to improve their performance and are encouraged to explain how the body reacts during different types of exercise, warm up and cool down as well as why regular, safe exercise is good for their fitness and health.

Subject Concepts

The outcomes of the national curriculum are achieved through our concept-based curriculum. Our subject concepts are a helpful way to organise a curriculum as they provide learners with a disciplined way of thinking about curriculum content. Subject concepts come up repeatedly in each subject within our curriculum, supporting learners to assimilate new knowledge into growing schema.

Vision Concepts:

Our vision concepts spiral throughout our curriculum so St Peter's children have a range of opportunities to apply what they have learnt in meaningful contexts and live out our school values, develop spiritually and explore their own beliefs.

Our children apply their knowledge and skills that are set out in our small-steps progression documents to become 'agents of change' and explore 'courageous advocacy' through our vision concepts.

Community

The concept that we have a responsibility as a Christian community to learn about, understand and love others in our school, village, nation and the world

Christian Values

The concept that if we live by our distinctively Christian values and can demonstrate the qualities of our learning friends we will be equipped as lifelong learners

Ambition

The concept that we should use our knowledge and skills to improve the lives of ourselves and others

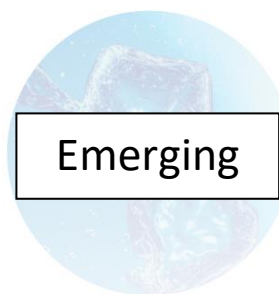
Small Steps Progression

Each subject concept has progression indicators called small-steps. The small-steps outline what intended knowledge pupils should attain during each milestone. We refer to the substantive knowledge as 'I know' knowledge and disciplinary knowledge as 'I can' knowledge. The small step documents, that describe this progression, are organised into 4 milestones. These are:

- ❖ Early Years Foundation Stage
- ❖ Milestone 1 – Year 1 and 2
- ❖ Milestone 2 – Year 3 and 4
- ❖ Milestone 3 – Year 5 and 6

Assessment

We assess the 'I know' knowledge and 'I can' knowledge each term. Within a particular milestone, a teacher assessment is made for each learner's level of knowledge: emerging, advancing and deepening. These levels of knowledge represent 3 cognitive domains.



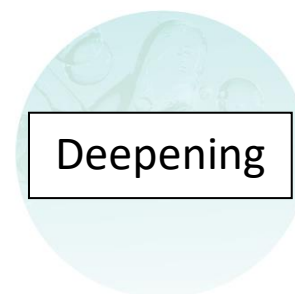
Emerging

Low-level cognitive demand. Involves following instructions.



Advancing

Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.



Deepening

Cognitive demands are complex and abstract. Involves problems with multiple steps or more than one possible answer. Requires justification of answers.