



CAM WOODFIELD INFANT SCHOOL

GROW – EXPLORE – DISCOVER

Cam Woodfield Infant School

Subject Story for PE



Intent

PE at Cam Woodfield Infant School is taught to inspire children to develop a lifelong interest in physical activity to ensure that they lead and understand the importance of a healthy and active life in the future. Children will develop fundamental movement skills including agility, balance and co-ordination through PE lessons each week, as well as taking part in daily exercise for up to 30 minutes. We aim to ensure that all staff are equipped with the skills to teach PE effectively so that the children similarly develop the necessary knowledge and skills. We also aim to provide the children with a wide variety of sporting activities at lunchtimes and after school lead by internal and external staff making sure that these are inclusive to all children. We recognise that regular participation in PE is paramount to children's physical, emotional and mental well-being as it instils self-discipline, promotes self-confidence and reduces stress levels.

The Early Years Foundation Stage explains that children at the expected level of development will:

- *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.*

The National Curriculum for Physical Education aims to ensure that all pupils:

- *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.*

Implementation

In KS1 children participate in high-quality PE lessons twice a week covering two different sports/skills per term. Our PE programme (Get Set 4 PE) incorporates a variety of sports to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses. We provide opportunities for all children to engage in extra-curricular activities during and after school. This is an inclusive approach which endeavours to encourage not only physical development but also well-being.

In EYFS children participate in high-quality PE lessons once a week, covering one skill per term. Children have access to a variety of outside resources to enhance gross motor skills and to support them in negotiating space - a key element of the 'Physical Development' strand of the Early Years Foundation Stage (EYFS) curriculum.

In our school, there is a strong emphasis on supporting the children's mental health, as well as their physical health. To support this, the whole school takes part in 'My Happy Mind' lessons (a programme that is 100% backed and approved by the NHS) and assemblies to improve the physical, social, emotional and mental health, and wellbeing of all our children – regardless of age, ability or personal circumstances.

Structured games have been set up at play times and lunchtimes to ensure purposeful physical activity is happening with the use of Year 2 playtime pals to support the running of the activities. Furthermore, USports (outside agency) run lunchtime clubs to encourage more physical development and activity from children.

Progression Across Year Groups

In EYFS, physical development is a key focus and is taught through both PE lessons and throughout the learning that takes place every day. Children progress within their physical development by learning and understanding their own needs, negotiating space and moving freely in a way that is safe and appropriate, also mastering how to hold a pencil and developing their fine motor skills. Children will demonstrate good control and co-ordination, which provides them with a secure foundation to move up to Key Stage 1.

In Year 1, children utilise the control and co-ordination obtained in the Early Years and begin to develop fundamental movement skills including running, jumping, throwing and catching, as well as further enhancing their balance, agility and co-ordination. Children will begin to work cooperatively in simple team games whilst recognising and applying rules to ensure games are fair.

In Year 2, children will continue to build on, deepen and secure their knowledge and skills in a variety of physical activities. They will access a broad range of opportunities to extend their balance, agility and co-ordination both individually and whilst working with others.

See the Get Set 4 PE 'Progression Ladders' for further information.

Impact

- We will be able to see that the children know more and remember more in PE, and therefore do more things, through evidence in their PE lessons and pupil voice. We will also see they are able to recall prior learning and apply it. Children will then start their next year of learning with the necessary skills and knowledge to build upon.
- Children can confidently explain the importance of engaging in regular physical activity.
- Teachers will feel confident when teaching PE because they have been observing a specialist sports coach and following PE planning lessons.
- With structured games at play times and lunch times, teachers will report that children come back in from playtimes more focused and ready to learn. Wake and shake can be transformational – improving not only the children's fitness, but also their attainment, mood, behaviour and general wellbeing.
- As Playtime Pals, Year 2 children feel empowered as leaders of the school.

If you were to walk into a PE lesson at Cam Woodfield Infant School you would see:

- All children are engaged, challenged and working collaboratively whilst enjoying their PE lesson.
- Each lesson has a key skill that is taught and then utilised in a variety of ways.
- Cumulative skills progression between and within lessons.
- Children demonstrating their understanding of the different benefits of taking part in Physical Education.

British Values and Spiritual, Moral, Social and Cultural Learning in PE

British Values: Democracy is promoted when children are taught about the need for different roles and different responsibilities, including teamwork and decision making. Values like the Rule of Law are fostered when talking about appropriate rules, fairness and respect, through a variety of PE activities.

Spiritual education in PE involves students developing a variety of skills which allows the students to express their feelings and emotions as well as be amazed by what their bodies can achieve.

Moral education in PE concerns children having the opportunity to understand how PE can influence their healthy living and lifestyle. PE highlights the advantages of health and lifestyle through team sports and health related fitness. Children are also able to understand the rules of activities and the reasons why they need to abide by them and understand what fair play is.

Social education in PE allows children to use a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds. Other benefits include supporting their willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.

Cultural education in PE means children are given the opportunity to learn games and dances from different traditions, including their own, as well as having opportunities to take part in sporting competitions with schools in the local area. This often means the children are absorbing themselves into different cultures from around the country and learning respect for these cultures.

KS1 End of Year Milestones

What must the children achieve in PE in order to be ready for next year?

Year One:

- To perform a variety of basic gymnastics actions showing control (taking off and landing).
- Able to build simple movement patterns from given actions.
- To practice basic movements including running, jumping, throwing and catching.
- To recognise rules and apply them in competitive and cooperative games.
- Move towards a moving ball to return.
- Develop sending skills with a variety of balls.
- Able to hit objects with hand or bat.
- Throw and catch a variety of balls and objects.
- To learn and refine a range of running which includes varying pathways and speeds (starting and stopping at speed).

Year Two:

- Perform with control and consistency basic actions at different speeds and on different levels.
- Work as part of a group to create and perform short movement sequences to music.
- Can send a ball using feet and can receive ball-using feet.
- Begin to hit and return a ball using a variety of hand and racquet with some consistency.
- Hit and run to score points in games.
- Develop power, agility, co-ordination and balance over a variety of activities.

Pupil Voice

Reception: "I like running in PE. It makes me feel happy and makes my heart beat fast!"

Year 1: "I like kicking the ball and stopping it with my feet. It makes me feel proud when I stop it"

Year 2: "I love throwing a ball really high and then catching it."

"We have to concentrate when catching the ball so we don't drop it"

Learning Opportunities



Reception:

Reception have been developing their balance and spatial awareness on the bike and trikes.

Year 1:

Year 1 have been enjoying their ball skills unit and have been practising stopping a dribbling a ball.

Year 2:

Year 2 have been focusing on the fundamentals of PE and have been working on their balancing, jumping and movement.

Successes in 2023-24

Extracurricular sports clubs: The use of USports sports coaches to provide children with a range of extracurricular sports clubs and events

Equipment: New bikes and trikes were purchased to help develop children's gross motor skills.

Attitudes towards learning: Children were engaged in PE lessons and were keen to share their knowledge and understanding of key skills.

Priorities for 2023-24

Vocabulary: To develop children's confidence whilst using key vocabulary during PE lessons.

Experiences: For children to be provided with a variety of practical experiences with PE lessons.

Experiences: For children to be provided with a variety of extra-curricular sporting activities.