

Our Physical Education Curriculum



Chandag Infant School

EYFS

Physical Education is incorporated in prime and specific areas of learning and their associated Early Learning Goals. The 'Real PE, Val Sabin, Gym and Dance' schemes of work develops fundamental movement skills and multi-abilities identified in the curriculum map.

Communication and Language development involves giving children opportunities to speak and listen in a range of situations.

ELG 01 Listening and attention: Children listen attentively in a range of situations,

ELG 02 Understanding: Children follow instructions involving several ideas or actions.

Physical development: opportunities to develop moving and handling skills and health and self care. Children given opportunities to be active and interactive and to develop their co-ordination, control and movement.

Personal, social and emotional development: helping children to develop a positive sense of themselves and others; to understand appropriate behaviour in groups and to have confidence in their own abilities.

ELG 07 Managing feelings and behaviour: children work as part of a group or class.

ELG 08 Making relationships:

Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity.

Expressive arts and design involves supporting children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, **movement, dance**, role play, and design and technology.

ELG 16 Exploring and using media and materials: Children sing songs, make music and **dance**, and experiment with ways of changing them.

ELG 17 Being imaginative: Children represent their own idea, thoughts and feelings through . . . art, music, **dance**, role play and stories.

First hand experiences and pupil offer:

Our EYFS provision is a safe and dynamic environment that provides all children with time and space to enjoy daily energetic play. Children are encouraged to learn in both indoor and outdoor environments, with a free flow system that runs in any weather. Using portable equipment, children can move about safely and cooperatively to create their own structures, for example with milk crates, tyres, large cardboard tubes. This supports many aspects of their development including physically, imaginatively and socially. Whilst the environment and learning experiences provide many opportunities for physical development, teachers plan a discrete P.E lesson each week where children get the opportunity to practise movement skills through games with beanbags, cones, balls and hoops. P.E. activities where children can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching. EYFS teachers use the Real PE and Val Sabin schemes as a framework to support the teaching and learning in this area. In the outdoor area boundaries for some activities are marked out and children can use resources including, wheeled toys or balls and can easily regulate their own activities. Alongside this, children are provided activities that give children the opportunity and motivation to practise manipulative skills, e.g. cooking, painting, clay, woodwork and playing instruments. The children love using the A frame and climbing zone in the outdoor area and are supported in taking measured risks and developing their gross motor skills and abilities. Yoga sessions with a specialist teacher also support children's physical development and impact upon elements of PSHE too.

Year 1 Outcomes <ul style="list-style-type: none"> I can demonstrate the basic fundamental movement skills including running, jumping, throwing and catching I can show balance, agility and co-ordination I can participate in team games against myself and others I can perform short basic dances with a planned structure using simple movement patterns 	Year 2 Outcomes <ul style="list-style-type: none"> I can demonstrate the fundamental movement skills of running, jumping, throwing and catching with increased confidence and competence I can show agility, balance and co-ordination individually, with others and begin to apply these in a range of activities I can participate in competitive (both against self and against others) and co-operative physical activities I can participate in team games and use simple tactics for attacking and defending I can perform dances using simple movement patterns, repetition and can show mood and feeling in my dance actions
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 REAL PE units and Val Sabin	Fundamental Movement Skills and Dance Real P.E. – Co-ordination, Static Balance, Dynamic Balance – agility, Static Balance and Personal abilities Forest school	Fundamental Movement Skills and Gymnastics Real P.E. Dynamic Balance - agility, Static Balance - seated and Social abilities Forest school	Fundamental Movement Skills and Dance Yoga – Carolyn Dynamic Balance, Static Balance Forest school	Fundamental Movement skills and Gymnastics Real P.E. Co-ordination – ball skills, Counter Balance and Creative abilities Forest school	Fundamental Movement Skills and Games Real P.E. Co-ordination with equipment, Agility Reaction/Response and Physical abilities Forest school	Fundamental Movement Skills and Games Real P.E. Agility – ball chasing, Static Balance – floor and Health and Fitness abilities Sports/sports day practise– outdoors Forest school
Year 2 REAL PE units and Val Sabin	Fundamental Movement Skills and Games – outdoors Real P.E. – Co-ordination, Static Balance, Dynamic Balance – agility, Static Balance and Personal abilities Forest school	Fundamental Movement Skills and Dance Real P.E. Dynamic Balance - agility, Static Balance - seated and Social abilities Forest school	Fundamental Movement Skills and Gymnastics Real P.E. Co-ordination – ball skills, Counter Balance and Creative abilities Forest school	Fundamental Movement skills and Gymnastics Yoga – Carolyn Dynamic Balance, Static Balance Forest school	Fundamental Movement Skills and Games Real P.E. Co-ordination with equipment, Agility Reaction/Response and Physical abilities Forest school	Fundamental Movement Skills and Dance Real P.E. Agility – ball chasing, Static Balance – floor and Health and Fitness abilities Sports day practise– outdoors Forest school



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Intent: Our intent for PE at Chandag Infant School is that all children will learn to love being physically active. They will experience a wide range of physical activities within a wide variety of settings. Daily physical activity, active learning in core subjects, planned active lunch times, outdoor learning, lunch time and after school sports clubs, sporting festivals, health week and trips to multi-skills events provide a myriad of opportunities for children to be regularly physical active. Our children will experience a wide range of physical activities which will provide them with the skills, interest and enthusiasm to become and remain physically active throughout their school journey and beyond into adulthood.

Implement: Our curriculum is organised to enable physical activity to be an integral part of the day-to-day curriculum. In addition to twice weekly timetabled PE lessons, which are well resourced with high quality PE equipment, and taught by class teachers and specialised PE staff, physical activity runs throughout the school day. Planned timetabled PE lessons ensure skills progression in Fundamental Movement Skills, Gymnastics and Dance. Being a member of the Wellsway School Sports Partnership enables a variety of CPD opportunities for staff, visiting specialised coaches, multi-skills festivals, dance festivals, support for the P.E. lead teacher, one-off sports demonstrations, links to local sports clubs and Daily Physical Activity workshops for all teachers and classes. Alongside the timetabled PE lessons children are physically active in a variety of settings across the school day. Classes engage in a minimum of 30 minutes daily physical activity which may range from the Daily Mile, outdoor learning, active play, lunch time or after school club to Go Noodle in the classroom. To enhance the profile of PE within school, achievements out of school in sporting activities are regularly celebrated at the weekly Celebration Assembly.

Impact: We measure outcomes through both formative and summative assessments. Annotations on planning, observation notes, photographs and screen shots are used to evidence impact. Due to the practical nature of the PE curriculum, observation of learners is used as the main way to evidence impact when measuring pupil outcomes. In term 6 a summative teacher assessment against the intended outcomes for the end of each year group is made by the class teacher for each child; this is shared with subject leader and SLT providing important information regarding which pupils are exceeding, at or below age related expectations. This information informs future curriculum action plans and provision to ensure a responsive and ever evolving school curriculum