

EYFS:

The Early Years Foundation Stage Curriculum supports children's understanding of PE mostly through the planning and teaching of 'Physical Development':

Three and Four Year Olds: Physical Development

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.

Reception: Physical Development

- Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

A broad and balanced curriculum is planned and delivered through adult led and child initiated activities based on the pupils' interests.

Skills and vocabulary introduced in the EYFS prepares pupils for the Yr1 PE curriculum.

Subject: PE

ELG: Physical Development

- 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.

Planning:

- The content of the National Curriculum has been put into half-termly schemes of work that are taught to every class.
- The Twinkl Primary scheme of work is used to inform our programme of study.
- Progression of PE skills from the National Curriculum and Twinkl used to form the basis of our planning.
- NC objectives are mapped across the school to ensure coverage. Each objective then broken down into smaller steps which are taught in a logical sequence to ensure progression from EYFS to Y6.
- Pupils' learning is not limited by their year group – class work is adapted from the most able down. In lessons, Rec, Y1 and Y2 and Yrs 3-6 are taught the same content. However using progression documents adaptive teaching is employed so there are different expectations for the development of skills. Small classes and good knowledge of the children allows staff to adapt lessons to suit each pupil.

Strengths:

1. Same teachers from EYFS to Y2 and Y3 to Y6 which facilitates good progression and knowledge of learning styles.
2. Good communication between EYFS and KS1 teachers to ensure continuity.
3. Make use of local environment and providers to enrich learning in context of PE eg. karate, swimming, sponsored walk, boating activities.
4. Parents & wider community support learning through their expertise eg. football and netball club
5. Some planning enhances other aspects of the curriculum eg dance units linked to topics in class.
6. Teach pupils skills to meet their needs living in Cumbria eg. walking in the countryside, safe cold water swimming.
7. Playground equipment: pupils choose equipment half-termly and monitored by playtime timetable.
8. School uses impromptu opportunities to widen the pupils experiences.
9. Strong partnership with local schools providing a plethora of training and competition opportunities.
10. All children from preschool to Y6 attend a week of swimming lessons a year.
11. Look for opportunities for pupils to engage in a wide range of sporting opportunities eg. pony riding, wheelchair basketball.

Next Steps:

1. Ascertain teacher CPD needs
2. Identify opportunities for introducing new activities/sports to the pupils
3. Develop playtime boxes
4. Identify playground games training for a midday supervisor.
5. Embed and 'tweak' new Twinkl planning to meet our mixed age class needs.
6. Involve Governor for PE in the development of subject.

SEND and MEMORABILITY:

1. Same teachers from Rec to Y2 and Y3 to Y6, so have a good understanding of the children's needs.
2. Key skills and vocabulary are recapped at the beginning of all lessons.
4. Adaptive teaching techniques utilised.
5. Pair and group work – allows children to work to their strengths.
6. PE teachers regularly share learning outcomes with EYFS class teacher who reinforces learning through other activities.
7. Pupils are encouraged to practice skills during playtimes.

Monitoring & Assessment:

- Continuous assessment during recapping opportunities
- Plan-teach-assess cycle
- Twinkl assessment formats
- Observed by HT
- Governor Observation
- Seesaw – Early Years communication and sharing
- House Points

Intent, Implementation and Impact

Intent

We believe that through physically demanding activities, pupils can be inspired to become confident individuals. They can learn to set themselves goals and be proud of what they have achieved. Children can learn values such as fairness and respect for others through participating in pair, group or team activities.

We aim to provide all children with a high quality physical education. We ensure:

- All children engage in physical activity for sustained periods of time
- All children have opportunities to develop their basic skills and apply them to a range of activities including dance, gymnastics, athletics, games, swimming and outdoor adventure activities.
- All children have opportunities to engage in competitive sport.
- All children understand and can make healthy choices.
- All children develop skills to keep them safe such as being able to swim.
- All children learn how to cooperate and collaborate with others as part of an effective team, understanding fairness and equity of play to embed life-long values.
- All children develop wellbeing and fitness, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes.

Implementation

PE at Crosby Ravensworth Primary School provides challenging and enjoyable learning through a range of sporting activities including; invasion games, net & wall games, strike and field games, gymnastics, dance, swimming and outdoor & adventure. The long-term plan sets out the PE units which are to be taught throughout the year to our mixed-age classes and ensures that the requirements of the National Curriculum are fully met. Pupils participate in two high quality PE lessons each week, covering two sporting disciplines every half-term. We use specialist sports coaches who are observed by our teachers so they can improve their own skills of delivery.

In addition, children are encouraged to participate in our varied range of extracurricular activities. Children are invited to attend competitive sporting events within the local area: our membership of the ERA Sports Partnership ensures that there are plentiful opportunities for children of all ages to attend training and tournaments at local schools. This is an inclusive approach which endeavors to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by the children.

All children from preschool to Year 6 swim for an hour each day in a dedicated swim week in the spring term. Any year 6 pupils who are unable to meet the Year 6 swimming expectations are offered funded out-of-hours swimming sessions through our Sports Premium Funding.

Impact

Each unit is mapped against the progression documents to ensure that learners develop detailed knowledge and skills across the full breadth of the PE curriculum through engaging and age-appropriate curriculum content. Attainment and progress can be measured using our formative assessment grids (FAGs). We help motivate children to participate in a variety of sports through quality teaching that is engaging and fun. From our lessons, our children learn to take responsibility for their own health and fitness, many of whom also enjoy the success of competitive sports. We equip our children with the necessary skills and a love for sport. They will hopefully grow up to live happy and healthy lives utilising the skills and knowledge acquired through PE.