

Physical Education



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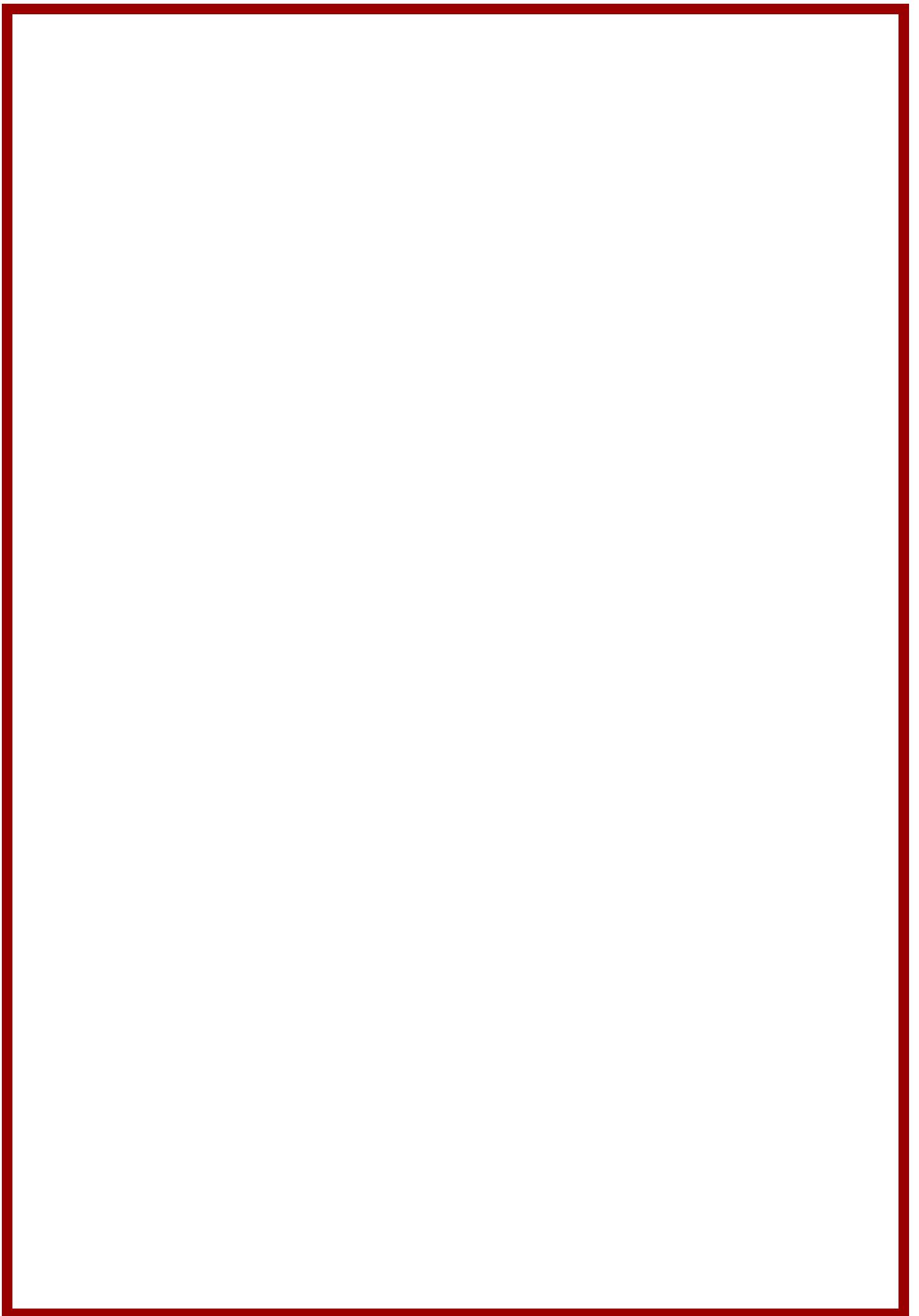
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What P.E Looks like at Moat Farm Infant School

School Vision, Values and Moto

Our staff and Governors will...

- Work in partnership with our families, the local community and external agencies for the benefit of our children.
- Provide a curriculum that is relevant, exciting, challenging and responsive to the needs of all children and enables them to flourish, make choices and take risks
- Be committed and dedicated to inspiring young learners with high quality teaching and learning environments and a focus on developing essential life skills.
- Provide a safe environment where children have a voice, are listened to, feel safe and are happy.
- Be good role models, provide high expectations and enable all children to reach their full potential.
- Empower children to share responsibility for their learning and behaviour.
- Create an ethos of inclusivity, respect and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Be committed to professional development in order to continually improve our practice.

Our Children will ...

- Feel safe, valued, included and empowered and have a positive self-image and attitude.
- Be able to make appropriate choices for behaviour, to understand the consequences of their own and others' behaviour and learn to distinguish right from wrong.
- Be willing to try their best and take responsibility for their own learning so that they are able to fulfil their potential.
- Feel part of a community through the establishment of supportive and positive relationships with their peers and other adults.

- Be able to understand and express their ideas, feelings and beliefs in the knowledge that they will be listened to and respected.
- Communicate effectively and think creatively, solve problems, work collaboratively and persevere even when things get tricky.
- Be able to read and write with fluency and accuracy for a range of purposes and enjoyment and to work mathematically with confidence and understanding.
- Have dreams and aspirations, be open to possibilities and be all that they can be.
- Be physically and emotionally healthy and keen to learn.
- Be independent, confident, resilient and curious.

School Values

A value is a principle that guides our thinking and our behaviour. At Moat Farm Infant School, every child is valued for who they are and what they contribute to school. Values are intended to support the personal, social and spiritual development of every pupil in school.

Our school has 6 core values:

❖ *Collaboration*

*To show we can collaborate we need to:
work together
listen to each other
share and take turns*

❖ *Respect*

*When we are respectful we:
listen to others
show good manners
treat everybody fairly*

❖ *Creativity*

*To show we are creative, we need to:
have our own ideas
use our imagination
ask questions*

try new things

❖ *Perseverance*

To show we persevere we need to show:

we don't give up

we try our very best

we are not afraid to make mistakes

we learn from our mistakes, even when things are difficult

❖ *Caring*

To show we are caring we need to care for:

ourselves

others

the environment

things around us

❖ *Reflectiveness*

When we reflect we:

stop and think

use what we already know

ask questions

think about our learning

A new value is taught every half term.

Our school motto is 'At Moat Farm Infants every day; we learn, achieve, have fun and play!'



Aims

Intent

Moat Farm Infant School recognises the value of Physical Education (P.E). We fully adhere to the aims of the National Curriculum for P.E. 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

Implementation

P.E. is taught at Moat Farm Infant School as an area of learning in its own right as well as integrated where possible with other curriculum areas, as well as extra time allocated to physical activities throughout the day. Moat Farm Infant School also provides P.E. days for children once every year.

Children have access to a minimum of 76 hours of PE across the academic year (38 schools weeks x 2 hours per week), this does not include playtime and lunchtimes.

We use the scheme 'Get Set 4 PE'. This provides clear progression of skills and knowledge from Reception to Year 2. Targets have been carefully mapped out to allow children to continuously build on skills to become secure by the end of the key stage.

P.E. is taught through a range of themes:

- Fundamentals
- Dance
- Gymnastics
- Sending and receiving
- Target Games
- Net and wall
- Ball Skills
- Athletics
- Fitness

Through these themes we encourage the concepts of:

- Space
- Movement
- Control
- Balance

- Co-ordination
- Invasion
- Defence
- Weight & Diet

We encourage physical activity outside P.E. lessons through:

- Lunchtime Sports Coach sessions
- Wake up shake up
- Daily Brain Breaks in classroom
- Playtimes include scrap play, climbing frame, traversing wall, dancing & performing stage, playground games, playground equipment bags and football penalty shoot-out.
- After school clubs are available throughout the school year

In EYFS

We encourage the physical development of our children in the reception classes as an integral part of their work. As part of the Foundation Stage of the National Curriculum we relate the physical development of the children to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move and the way they handle equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge both indoors and outdoors using a wide range of resources to support specific skills.

There is an emphasis on our PE curriculum being inclusive for all children regardless of sporting ability. We provide suitable learning opportunities for all children, including those with SEND, and tasks are adapted where necessary. SEND Hub has access to regular hall sessions throughout the school year.

P.E. at Moat Farm Infants provides children with the opportunities to:

- Have fun and experience success in sport
- Have the opportunity to participate in P.E at their own level of development and ability
- Secure and build on a range of skills
- Develop good sporting attitudes
- Understand basic rules
- Experience positive competition
- Learn in a safe environment
- Have a foundation for lifelong physical activity, leaving primary school as physically active.

Impact

P.E is taught as a basis for lifelong learning where all children should lead full and valuable lives through engaging in purposeful and high-quality activity. Physical Education contributes to the overall education of promoting active and healthy lifestyles, physical skills, physical development and knowledge of the body in action. PE enables children to be confident, have perseverance, team spirit, positive competitiveness and organisation skills. Children engage in a scheme of PE that encourages fitness, improves their strength and teaches them the rules of games. Activities enable children to build character and help embed British values such as fairness and respect. P.E. is an integral part of our school practice, allowing all children in the school to gain a sense of achievement and develop positive attitudes towards themselves and others. Through P.E. children gain the opportunity to learn for life by learning how to get along, work together and build relationships

Teaching and Learning

EYFS- In Reception and EYFS opportunities for physical activity and development are provided daily in the provision. Reception also move to one half PE lesson per week throughout the summer term, in preparation for Year 1.

Key Stage 1- Children in Years 1 and 2 have two PE lessons per week throughout the school year. Staff follow the overview that has been carefully designed to ensure progression throughout the year.

All of the lessons target key strands within the National Curriculum which allows for a clear sequence of learning to take place. The lessons build on prior learning and give opportunities for children to become secure in skills before moving on.

Monitoring and Review

The PE lead will:

- Undertake learning walks to ensure that PE is being delivered consistently across school, in line with the scheme 'Get set 4 PE'.
- Support staff with subject knowledge and delivery of lessons.
- Ensure that equipment is audited regularly to allow staff to follow lesson plans accurately.
- Remain up to date with key research and amend the curriculum in school where necessary.

Health and Safety

The staff and Governing Body of this school are committed to establishing and maintaining an environment where children feel secure, are encouraged to talk, and are listened to. Therefore, when teaching Physical Education, we ensure the equipment and area used within the lesson is risk assessed. The staff model how to use the resources safely and assess whether or not the children in their class are capable of carrying out the activity safely. There is always a trained member of staff working with groups of children. The outdoor equipment, hall and resources are risk assessed to ensure that children are using the equipment correctly and safely. If the member of staff feels that the child cannot use the equipment safely then the child will have 1:1 support.

Inclusion and Equal opportunities including SEND

Moat Farm Infant School is an inclusive school. We teach children, whatever their ability. Physical Education forms part of the school curriculum policy to provide a broad and balanced education to children. Through our teaching of Physical Education, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. We concentrate on children's abilities and assessment against the National curriculum (Key Skills) and SEND Key skills which allows us to consider each child's attainment and progress towards their expected levels.

Where possible more able pupils will be taught with their own class and stretched through differentiated group work and extra challenges. When working with the whole class, teachers will plan for questions that can be answered by pupils inclusively.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – organisational, teaching materials, teaching styles and differentiation. This will enable some additional action to be taken to enable the child to learn more effectively.

Our SEND Hub provision enables learning to support our children in achieving Physical Education targets. For our SEND Hub, we have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all of our children to feel that they are a valued part of our school community. We respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

We pride ourselves in the inclusive nature of our school, children mix happily and are fully accepted into school life by staff and their peers. We aim for children to integrate into learning and social times and we are happy to adapt and be flexible to ensure each child is settled, has provision to meet their specific needs and ensure they make excellent progress from their individual starting points.

Other Curriculum area links

At Moat Farm Infant School, we make cross curricular links where appropriate. Our curriculum provides numerous opportunities for children to express themselves and bring out their individuality. We offer opportunities for children to participate in brain breaks that link to a number of curriculum areas, the children really enjoy these. We link many sporting events to a number of curriculum areas. Children have recently been describing the world cup trophy using adjectives, looking at where Qatar is located as well as naming some of the flags that they can see. Children also create different dances that relate to other subject areas. Year one children recently created a dance to represent bonfire night.

Enrichments and links made within the community

Our Physical Education curriculum is designed to make links within our local community. Throughout EYFS and KS1 pupils will take part in a range of enrichment within our community:

- Homework linked to healthy lifestyles
- Our PE display boards in the hall
- In school visits- Year 2 recently had a weightlifting workshop opportunity
- Links to local sporting events such as the Commonwealth Games
- A range of clubs which allow children to try a range of new sports

SMSC and British Values in Physical Education

KS1

Spiritual	Moral
<p>S2 – Showing sportsmanship, competitive competitions (dance off), participating in team games, and showing respect for the rules of a game, respect for each other’s belongings when in transition times to and from P.E. Strategies and tactics being introduced to pupils.</p> <p>S3 – Reflecting on their balances and performances through digital documentation of previous lessons</p> <p>S4 – Magic toy, seasons, country, animal, dragon dancing. Through dance and gymnastics across the school and through Multi-skills lessons in KS1, pupils are encouraged to be creative, designing and creating their own small sided games or by expressing feelings and emotions in their dance and gymnastic performances.</p> <p>S5 – Persistence in new learning skills through spaced practise</p> <p>S7 – Empathy for others during competitive games</p> <p>S10 – Understanding their own feelings about the confidence to carry out a skill, risk taking emotions and the impact exercise has on their self-perception.</p> <p>S12 – Children should have the readiness to challenge their lack of self confidence in a physical skill.</p> <p>Pupils develop their knowledge and understanding of the body’s performance when exercising; this leaves pupils amazed at the body’s ability. This is also linked to the Christian value ‘Endurance’, as pupils have to show endurance when exploring the body’s capabilities. Through Dance and sports such as Gymnastics pupils are being creative, expressing feelings and emotions in their performances. Allowing pupils’ reflection time to evaluate their experiences allows them to build a positive mind-set and promotes progression. Pupils will also see a sense of awe and wonder when observing elite performance from professional athletes and their peers</p>	<p>M1 – Right and Wrong behaviour in relation to health and safety and how they can push their bodies to their body’s ability.</p> <p>M3 – Respect for other children with physical disabilities who may not be able to move their bodies in the same way as them.</p> <p>M6 – Children should be taught to think through the consequences of their actions and movements in relation to health and safety.</p> <p>M9 - Children self and peer assess their skills learnt and performed in gymnastics and dance.</p> <p>Living a healthy lifestyle and promoting healthy living is apparent in each P.E lesson at Moat Farm Infant School. Pupils develop the ability to tell between right and wrong through fair play in sporting events and participating in competitive situations, giving pupils a sense of justice, and how to respond appropriately when they feel there is an injustice. The frequent opportunity given to pupils to umpire and referee supports the importance of abiding by rules. Pupils are challenged to consider ethical and moral issues by discussing the use of enhancement drugs in sport and how fair or unfair this may be.</p>

Social

- So1** – Inter - house and external competitions
- So3** – Children take advice from teachers, coaches and peer experts about how to carry out physical skills, work through the tactics of a games and work as a team.
- So4** – Participates in activities linked to the community e.g. world cup, sports relief, Olympics
- So8** – Show respect for equipment and apparatus
- So11** – Team games and creating a dance in groups. Dance competitions in house.

The nature of PE allows all pupils to develop the necessary skills to work in teams or pairs, as the majority of activities are based around team games or creating sequences in groups, co-operation with others is paramount to success. Giving the pupils roles such as leaders, coaches, or umpires, and offers pupils the opportunity to develop their communication skills, leadership skills and the ability to settle any discrepancies which may occur. Pupils are encouraged to reflect upon feelings of enjoyment and determination.

Cultural

- C1** – Dances from different cultures country, fire and dragons (western Culture)
- C2** – Recognising British Achievement in the Olympics, world cups and sporting events.
- C3** – Children should show a willingness and engagement to participate in cultural dances.
- C5** – Children should embrace the opportunity to listen, view and practise dances of different cultures.
- C6** – Use language associated with cultural dance moves
- C7** – Children should appreciate the opportunity and show respect of the different cultural dances, recognising the difference race of the country the dance originated from.

Pupils are given the opportunity to explore dances and learn games from different traditions and cultures including their own. Pupils also recognise and discuss the differences between male and female roles within sport, at both elite and amateur levels. Compassion and respect for other culture and traditions is also displayed by all when exploring unfamiliar games or dances. Pupils will discuss how culture affects what sports different nations excel at and how cultural traditions can affect which sports men and women participate in.

SMSC and British Values in Physical Education

EYFS

Spiritual	Moral
<p>S2 – Showing sportsmanship, competitive competitions (dance off), participating in team games, and showing respect for the rules of a game, respect for each other’s belongings when in transition times to and from P.E.</p> <p>S4- Children will be encourage to be creative and imaginative within their gymnastics lessons. Children will begin to design and create their own sequences and balances.</p> <p>S5 – Persistence in new learning skills through spaced practise</p> <p>S7 – Empathy for others during competitive games and learning why it is important to follow rules and how this could impact on other children.</p> <p>S10 – Understanding their own feelings about the confidence to carry out a skill, risk taking emotions and the impact exercise has on their self-perception.</p> <p>S12 – Children should have the readiness to challenge their lack of self confidence in a physical skill.</p> <p>Pupils develop their knowledge and understanding of the body’s performance when exercising; this leaves pupils amazed at the body’s ability. This is also linked to the Christian value ‘Endurance’, as pupils have to show endurance when exploring the body’s capabilities. Through Dance and sports such as Gymnastics pupils are being creative, expressing feelings and emotions in their performances. Allowing pupils’ reflection time to evaluate their experiences allows them to build a positive mind-set and promotes progression. Pupils will also see a sense of awe and wonder when observing elite performance from professional athletes and their peers</p>	<p>M1 – Right and Wrong behaviour in relation to health and safety and how they can push their bodies to their body’s ability.</p> <p>M3 – Respect for other children with physical disabilities who may not be able to move their bodies in the same way as them.</p> <p>M6 – Children should be taught to think through the consequences of their actions and movements in relation to health and safety.</p> <p>M9 - Children begin to self and peer assess their skills learnt and performed in gymnastics and dance.</p> <p>Living a healthy lifestyle and promoting healthy living is apparent in each P.E lesson at Moat Farm Infant School. Pupils develop the ability to tell between right and wrong through fair play in sporting events and participating in competitive situations, giving pupils a sense of justice, and how to respond appropriately when they feel there is an injustice. Staff referee and umpire to support children in understanding the importance to abide by the rules.</p>

Social	Cultural
<p>So1 – Inter - house and external competitions</p> <p>So3 – Children take advice from teachers, coaches and peer experts about how to carry out physical skills, work through the tactics of a games and work as a team.</p> <p>So4 – Participates in activities linked to the community e.g. world cup, sports relief, Olympics</p> <p>So8 – Show respect for equipment and apparatus</p> <p>So11 – Team games and creating a dance in groups. Dance competitions in house.</p> <p>The nature of PE allows all pupils to develop the necessary skills to work in teams or pairs, as the majority of activities are based around team games or creating sequences in groups, co-operation with others is paramount to success. Giving the pupils roles such as leaders, coaches, or umpires, and offers pupils the opportunity to develop their communication skills, leadership skills and the ability to settle any discrepancies which may occur. Pupils are encouraged to reflect upon feelings of enjoyment and determination.</p>	<p>C1 – Dances from different cultures country, fire and dragons (western Culture)</p> <p>C2 – Recognising British Achievement in the Olympics, world cups and sporting events.</p> <p>C3 – Children should show a willingness and engagement to participate in cultural dances.</p> <p>C5 – Children should embrace the opportunity to listen, view and practise dances of different cultures.</p> <p>C6 – Use language associated with cultural dance moves</p> <p>C7 – Children should appreciate the opportunity and show respect of the different cultural dances, recognising the difference race of the country the dance originated from.</p> <p>Pupils are given the opportunity to explore dances and learn games from different traditions and cultures including their own. Pupils also recognise and discuss the differences between male and female roles within sport, at both elite and amateur levels. Compassion and respect for other culture and traditions is also displayed by all when exploring unfamiliar games or dances. Pupils will discuss how culture affects what sports different nations excel at and how cultural traditions can affect which sports men and women participate in.</p>



Physical Development in the Early Years Foundation Stage

Statutory Frameworks

Statutory Frameworks

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are the prime areas:

- communication and language
- physical development
- personal, social and emotional development

Physical Development as an Educational Programme

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world

activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Physical Development as an ELG

ELG: Gross Motor Skills

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.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.



Development Matters

No job is more important than working with children in the early years. Development Matters has been written for all early years practitioners, for childminders and staff in nurseries, nursery schools, and nursery and reception classes in school. It offers a top-level view of how children develop and learn. It guides, but does not replace, professional judgement. The guidance can also help you to meet the requirements of the statutory framework for the early years foundation stage.

Birth to three - babies, toddlers and young children will be learning to:	Birth to three - babies, toddlers and young children will be learning to:	Birth to three - babies, toddlers and young children will be learning to:	Birth to three - babies, toddlers and young children will be learning to:
<p>Lift their head while lying on their front.</p> <p>Push their chest up with straight arms.</p> <p>Roll over: from front to back, then back to front.</p> <p>Enjoy moving when outdoors and inside.</p>	<p>Reach out for objects as co-ordination develops.</p> <p>Eat finger food and develop likes and dislikes.</p> <p>Try a wider range of foods with different tastes and textures.</p> <p>Lift objects up to suck them.</p> <p>Pass things from one hand to the other. Let go of things and hand them to another person, or drop them.</p>	<p>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</p> <p>Enjoy starting to kick, throw and catch balls.</p> <p>Build independently with a range of appropriate resources.</p>	<p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p>
<p>Sit without support.</p> <p>Begin to crawl in different ways and directions.</p> <p>Pull themselves upright and bouncing in preparation for walking.</p>	<p>Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</p> <p>Clap and stamp to music.</p>	<p>Begin to walk independently – choosing appropriate props to support at first.</p> <p>Walk, run, jump and climb – and start to use the stairs independently.</p> <p>Spin, roll and independently use ropes and swings (for example, tyre swings).</p> <p>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p>	<p>Develop manipulation and control.</p> <p>Explore different materials and tools.</p> <p>Learn to use the toilet with help, and then independently.</p>

3 & 4-year-olds will be learning to:	3 & 4-year-olds will be learning to:	3 & 4-year-olds will be learning to:	Children in reception will be learning to:
<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>plank, depending on its length and width.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - running - hopping - skipping - climbing
<p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Start eating independently and learning how to use a knife and fork.</p> <p>Show a preference for a dominant hand.</p>		
<p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a</p>	<p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>		

Children in reception will be learning to:	Children in reception will be learning to:	Children in reception will be learning to:	Children in reception will be learning to:
			<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian
<p>Progress towards a more fluent style of moving, with developing control and grace.</p>		<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p>	<p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> - lining up and queuing - mealtimes - personal hygiene
<p>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.</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	
<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Combine different movements with ease and fluency.</p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	

PE and the National Curriculum

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study

Subject content

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should 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 in a range of activities

- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

Moat Farm Infant School Physical Education Curriculum Overview 2022-2023

Physical Education 2023-2024

	<u>Aut 1</u>	<u>Aut 2</u>	<u>Spr 1</u>	<u>Spr 2</u>	Sum 1	Sum 2	
Nursery	Sensory Circuits, Gross Motor Activities, Fine Motor Activities, Bikes and Sports Week					Sports Week	
Reception						Gymnastics	Gymnastics and Apparatus Sports week
	Trim Trail Bikes Gross Motor Trolley Fine Motor Table Playground Games during taught sessions and outdoor learning sessions						
SEND Hubs	Sensory Circuits Gross Motor Activities Fine Motor Activities Bikes					Sports Week	
Year 1	Fundamentals	Dance	Gymnastics	Gymnastics apparatus	Invasion Games	Athletics Sports Week	
	Ball Skills	Dance	Sending and Receiving	Target Games	Net and Wall Games	Fitness	
Year 2	Fundamentals	Dance	Gymnastics	Gymnastics apparatus	Invasion Games	Athletics Sports Week	
	Ball Skills	Dance	Sending and Receiving	Target Games	Net and Wall Games	Fitness	

Moat Farm Infant School Physical Education Assessment

Year 1

Fundamentals/Athletics

I can change direction when running at speed

I understand the difference between a jump, a leap and a hop

I can show balance and co-ordination when changing direction

I can run at different speeds

I can show hopping and jumping movements

I show balance and co-ordination when static and moving at a slow speed

Ball Skills/ Sending and Receiving

I am beginning to catch with two hands

I am beginning to dribble a ball with my hands and feet

I can roll and throw with some accuracy towards a target

I can track a ball that is coming towards me

I am beginning to send and receive a ball with my feet

I am beginning to understand simple tactics (within the games)

Dance

I am beginning to use counts

I can copy, remember and repeat actions

I can move confidently and safely

I can use different parts of the body in isolation and together

I choose appropriate movements for different dance ideas

I say what I liked about someone else's performance (covered in dance and gymnastics)

I can show sense of dynamic and expressive qualities in my dance

Gymnastics

I am confident to perform in front of others

I can link simple actions together to create a sequence

I can recognise changes in my body when I do exercise

I can remember and repeat actions and shapes

I can use apparatus safely and wait for my turn

I can make my body tense, relaxed, stretched and curled

Target Games

I can use an overarm throw aiming towards a target (also covered in athletics)

I can roll a ball towards a target

I can use an underarm throw aiming towards a target

Net and Wall Games

I can hit a ball using a racket

I can throw a ball to land over a net and into the court area

I can track balls and other equipment sent to me

I can use a ready position to move to the ball

I know how to score points

Throughout

I understand what good technique looks like

I try my best in the challenges I am set

I understand why it is important to warm up

I show honesty and fair play when playing against an opponent

I can work co-operatively with a partner

I can recognise changes to my body when I do exercise

Moat Farm Infant School Physical Education Assessment

Year 2

Fundamentals/Athletics

I am beginning to use an individual skipping rope

I can show balance when changing direction

I can identify good technique

I can jump and land with control

I can show hopping, skipping and jumping movements with some balance and control

I can use an overarm throw to help me to throw for distance

I can show balance and co-ordination when running at different speeds

Ball Skills/ Sending and Receiving

I can dribble a ball with my hands and feet with some control

I can roll and throw a ball to hit a target

I am beginning to cushion a ball that is coming towards me

I can accurately throw and kick a ball to a partner

I can catch a ball passed to me, with and without a bounce

I can send and receive a ball using kicking, throwing and catching skills (also in net and wall games)

I can track a ball and collect it using both hands and feet

Dance

I can copy, remember, repeat and create dance phrases

I can show a character and idea through the actions and dynamics I choose

I can use counts to stay in time with the music

I can work with a partner using mirroring and unison in our actions

Gymnastics

I am proud of my work and confident to perform in front of others

I can perform the basic gymnastic actions with some control and balance

I can plan and repeat simple sequences of actions

I can use directions and levels to make my work look interesting

I can use shapes when performing other skills

I can work safely with others and apparatus

I show confidence to perform

Target Games

I am able to select the appropriate skill for the situation

I can throw, roll or strike a ball to a target with some success

I understand the principles of a target games and can use different scoring systems when playing games

I understand what good technique looks like

Net and Wall Games

I can defend space on my court using the ready position

I can hit a ball over the net and into the court area

I show good sportsmanship when playing against an opponent

Fitness

I show determination to continue working over a longer period of time

I work with others to turn a rope and encourage others to jump at the right time

I understand that running at a slower speed will allow me to run for a longer period of time

Throughout

I am beginning to provide feedback using key words

I am beginning to understand and use simple tactics

To work co-operatively with a partner and a small group

I am able to use tactics to make it more difficult for the opponent

I can describe how my body feels during exercise

Moat Farm Infant School Physical Education Progression of Vocabulary

	Reception ELG	Year 1 To include all of reception plus these...	Year 2 To include all year 1 words plus these...
Physical Education	Sport, Healthy, Exercise, Movement	Warm up, Cool down, Exercise, Healthy, Stretch, Skills, Control,	Muscles, Healthy lifestyle, Coordination
Dance	Move -slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding Beat, Music, Copy, Song	Stamp, punch, reach, lean, wave, Travel—Run, skip, hop, crawl, Stillness—Freeze, Directions—Forwards, backwards, up, down, Time—Fast, Slow, Weight—Strong, Light, At the same time, Copy, Mirror, Move, Beat, Crouch	Phrase, Variation, Unison, Canon, Complementing, Levels—High, middle, low, Rhythm, in time, Synchronisation, Improvisation
Games/Athletics	Speed, Fast, Slow, Rules, In Turn	Creep, Forwards, Backwards, Throw, Catch, Kick, Underarm, Overarm, roll, Pass, Aim, Dribble	Tactics, Zone, Retrieve, Opponent, Receive, Stride, Avoid, Field, fielder, Striker, Target, Toss, Attacker
Gymnastics	Control, Balance, equipment, still	Sequence, balls of feet, relax, tension, stretch, Sideways, long, short, jump, landing, bend, space, roll, point, turn, perform	Routine, phrase, weight, wide, tuck, rotate, shift, flow, linked sequences

Assessment in Physical Education

Teachers assess children's work in PE by making assessments as they observe the children working during lessons. Teachers encourage self and peer assessment during sessions and should discuss children's progress with them. Teachers should formally assess throughout sessions and offer feedback to children against the learning ladybird and successful spider. Staff then complete the key skills grids to enable a formal assessment of PE, and do this at the monitoring deadlines in the year. Assessment data is recorded on the school system which enables the subject lead to monitor progress in their subject and make a data analysis for the monitoring deadlines throughout children's time at Moat Farm Infant School.

In EYFS a teacher makes assessments for each individual child against the ELG grid.

Targets are separated for Year 1 and 2 so children should leave each year group as secure to be on track in Physical Education.

Displays at Moat Farm Infant School

Our Physical Education displays are located in the school hall. The purpose of the displays is to showcase physical activity both within our school and at home. The use of big pictures allows children to see themselves on the walls participating in a range of physical activity.

Our displays cover the following-

- Clubs
- Sports at home
- Playtimes
- Sports Week
- Sports related visitors and special events

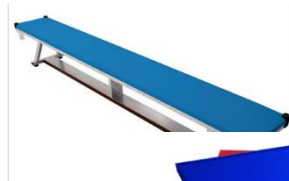
The displays are updated throughout the year to showcase what has been happening in school.

Resources for Physical Education

At Moat Farm we have a wide range of resources to support the teaching of PE across the school. All equipment is stored in the hall and is accessible to children under adult supervision. The children are expected to set up and put away the equipment as part of their work; by doing so the children learn to handle equipment safely. The equipment is stored in cupboards at the back of the hall in labelled boxes, and around the perimeter of the hall and must be returned to the correct place. Foundation stage outdoor equipment is kept in a container outside.

Resources include:

- Climbing frame
- Gymnastics mats
- Tennis balls
- Footballs
- Basket balls
- Bean bags
- Tennis Bats
- Cones
- Balancing Beans
- Gymnastic Benches
- Exercise Dice
- Skipping Ropes
- Bibs
- Dodgeballs
- Dance Ribbons
- Benches
- French Skipping Ropes



Useful Websites

- **IMoves- Active Dance Website** [Brain break, active blast, and shake up activities for primary school | imoves](#)
- **Joe Wicks- YouTube Fitness** [The Body Coach TV - YouTube](#)
- **BBC Dances-** [KS1 Dance: Let's Move - BBC Teach](#)
- **Active Families (Lots of fun activities to play at home)-**
<https://pe.getset4education.co.uk/ResourceBank/ResourceCategory/1002?publicaccesstoken=fe0G5E72Q%2bmX9HnJIAi6hOdisAGWIDBdeCYOOTd0BQo%3d>