



"Where children are at the heart of every decision to inspire brighter futures"

Respect, Responsibility, Recognition and Resilience

Physical Education

EYFS

Characteristics of Effective Learning:

Playing and Exploring/Engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active Learning/Motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and Thinking Critically/Thinking

- Having their own ideas
- Making links
- Choosing ways to do things

Intent	Implementation	Impact
<p>At Girnhill Infant school, our PE curriculum provides children with opportunities to become physically confident in a way which supports their health and wellbeing, and fitness. Children will take part in many different sporting activities, co-operative sports and competitive sports, whether this be against themselves (personal best) or others to embed values such as fairness, respect, responsibility and determination and also develops a love for sports. At Girnhill, the explicit teaching of subject specific vocabulary and definitions that an athlete would use ensures that children can critically analyse and evaluate their own performance and that of others. Children will develop fundamental movement skills such as running,</p>	<p>Our PE curriculum enables children to become a developing athlete through high quality provision, which includes:</p> <p>Teaching sequence: Planning and delivery follows Rosenshine's Principles in action -</p> <ol style="list-style-type: none">1. Daily Review in the form of watching a video/demonstration of a previously taught skill and evaluating it or flashcards of previously taught vocabulary.2. Present new material in small steps using a video of the skills, a physical demonstration or pictures of the process of the skill.3. Ask questions4. Provide models through video, pictures, practical	<p>Outcomes: Children demonstrate their understanding of key vocabulary through pupil voice evident during lesson observations and working folders. Pupil voice focuses on the 'knowing more and remembering more' principle.</p>

jumping, throwing and catching, and extend their agility, balance and co-ordination. They will learn to apply their skills to team games, developing simple tactics for attacking and defending. Teachers at Girnhill have high expectations of all children and promote a willingness to have a go in all sporting activities and to keep trying when faced with a challenge.

PE Rationale:

Our PE curriculum is designed to provide positive, inclusive and purposeful sporting experiences. Children develop the overall body strength, balance, co-ordination and agility needed to engage successfully in future sports. Over the course of their time in EYFS and KS1, children will develop knowledge, skills and understanding in a range of different sporting activities forming a strong basis for sports played at KS2.

Planning:

demonstration and steps to success.

5. Guide student practice
6. Check for pupils understanding
7. Obtain a high success rate
8. Provide scaffolds for different tasks
9. Independent practice
10. Weekly and monthly review

Teaching:

Children are taught a range of PE techniques and skills in explicit taught sessions.

Children are taught to practise, use and apply these skills independently and collaboratively throughout their learning environment.

Children develop their subject specific vocabulary (generic and content based) through explicit teaching of vocabulary and definitions.

Children develop understanding of key concepts and vocabulary through exposure to a range of fiction and non-fiction subject specific texts.

Physical Education is planned using Early Years Foundation Stage Development Matters, Chris Quigley Key Skills and physical education progression grids, setting high ambitions and expectations for all pupils, ensuring explicit cross curricular links are made. This is to ensure a considered sequence of experiences including subject specific vocabulary, knowledge, physical education skills, ideas and evaluation.

Curriculum:

Research:

Closing the vocabulary gap:

- Between birth and 48 months, professional parents speak 32 million more words to children than those from disadvantaged families - herein lies the vocabulary gap.
- Vocabulary size at 28 months equates to linguistic and cognitive ability at age 8.

Learning Environment:

Learning environments and working walls focus on the skills and subject specific vocabulary. Children use these to support their learning and development. Reach questioning enables children to be challenged and ensures teaching and learning is planned and pitched appropriately.

Provision & Resources:

Children have a range of PE resources for both indoors and outdoors readily available to explore and investigate within their environment.

Staff Knowledge:

Staff have produced and developed EYFS skills continuums for Physical education skills. These are evident in provision and support staff in resourcing, enhancing and providing children with necessary learning opportunities to move learning forwards.

- Vocabulary at 5 - 7 is a direct predictor of comprehension 10 year

Language and vocabulary are fundamental skills in PE in enabling children to understand PE concepts and to critically evaluate their own performance and that of others.

Rosenshine's principles in action:

- Conceptual information initially enters our working memory. Working memory is rather small and only small amounts of information can be absorbed at once. New information is only moved from working memory to long-term memory if we can connect it to knowledge that we already have (our schema). As a result of this, prior knowledge is a major factor in our capacity to learn new information therefore a specific teaching sequence needs to be implemented based

Assessment:

Children are assessed against the Physical Development Early Learning Goals. Children are assessed at 'Emerging', 'Expected' or 'Exceeding' standard.

upon daily, weekly and termly review.

Physical Education

KS1

Aims:

- Children will be introduced to subject specific vocabulary and definitions that an athlete would use in order to critically analyse and evaluate their own performance and that of others.
- Children will learn, work and talk like an athlete in order to engage in competitive sports and activities and develop the competence to excel in a broad range of sports.
- Children will learn to remain physically active for sustained periods of time and not only understand how this is important for leading healthy, active lives but learn to enjoy this too.
- Develop a knowledge and understanding of fitness and health: how important it is to be active; to recognise and describe how their bodies feel during different activities.
- Children will feel empowered to lead positive lives that are physically and mentally healthy.

Intent

At Girnhill Infant school, our PE curriculum provides children with opportunities to become physically

Implementation

Our PE curriculum enables children to become a developing athlete through high quality provision, which includes:

Impact

Outcomes:
Children demonstrate their understanding of key vocabulary

confident in a way which supports their health and wellbeing, and fitness. Children will take part in many different sporting activities, co-operative sports and competitive sports, whether this be against themselves (personal best) or others to embed values such as fairness, respect, responsibility and determination and also develops a love for sports. The explicit teaching of subject specific vocabulary and definitions that an athlete would use ensures that children can critically analyse and evaluate their own performance and that of others. Children will develop fundamental movement skills such as running, jumping, throwing and catching, and extend their agility, balance and co-ordination. They will learn to apply their skills to team games, developing simple tactics for attacking and defending. Teachers at Girnhill have high expectations of all children and promote a willingness to have a go in all

Teaching sequence:

Planning and delivery follows
Rosenshine's Principles in action -

1. Daily Review in the form of watching a video/demonstration of a previously taught skill and evaluating it or flashcards of previously taught vocabulary.
2. Present new material in small steps using a video of the skills, a physical demonstration or pictures of the process of the skill.
3. Ask questions
4. Provide models through video, pictures, practical demonstration and steps to success.
5. Guide student practice
6. Check for pupils understanding
7. Obtain a high success rate
8. Provide scaffolds for different tasks
9. Independent practice

through pupil voice evident during lesson observations and working folders. Pupil voice focuses on the 'knowing more and remembering more' principle and this is also evident through learning journey books.

sporting activities and to keep trying when faced with a challenge.

PE Rationale:

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PE is taught using the National Curriculum and Physical Education progression grids, setting high ambitions and expectations for all pupils, ensuring explicit cross curricular links are made. This is to ensure a considered sequence of experiences including subject specific

10. Weekly and monthly review

Teaching:

Children are taught a range of Physical Education skills in explicit taught sessions.

A series of lessons will follow a specific teaching sequence that allows children to focus on a specific skill, considering the subject specific vocabulary, practising the taught skill, applying the taught skill and evaluating learning using the subject specific vocabulary.

Children develop their subject specific vocabulary (generic and content based) through explicit teaching of vocabulary and definitions.

Children develop understanding of key concepts and vocabulary through exposure to a range of fiction and non-fiction subject specific texts.

Learning Environment:

Learning environments and working walls focus on the skills and subject

vocabulary, knowledge, physical education skills, ideas and evaluation.

Research:

Closing the vocabulary gap:

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- Vocabulary at 5 - 7 is a direct predictor of comprehension 10 years later.

Language and vocabulary are fundamental skills in PE in enabling children to understand PE concepts and to critically evaluate their own performance and that of others.

Rosenshine's principles in action:

- Conceptual information initially enters our working memory.

specific vocabulary. Children use these to support their learning and development. Children will access learning in both whole class and small group tasks.

Reach questioning will be used and enables children to be challenged and ensures teaching and learning is planned and pitched appropriately.

Knowledge Organisers :

These provide a clear guide to key vocabulary and facts both to use in school and at home.

Class Learning Journey Big Book :

Regular opportunities to revisit learning through the class learning journey books are planned to recall knowledge and make connections on a regular basis.

Enrichment:

Enrichment opportunities are carefully selected to enhance learning opportunities for children by

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<p>Curriculum:</p> <p>Key stage 1 Pupils should develop fundamental movement skills, become</p>		

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.