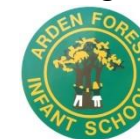


Physical Education Purpose and Rationale

At Arden Forest our vision is to enable our whole school community with the skills to be happy, successful and independent life-long learners with healthy mind, bodies and spirit.

'Little Learners, Big Achievers'



Taken from Arden Forest vision statement and school motto.

Statutory Commitment

EYFS Framework – Physical Education (Sept 2021)

Educational Programmes – Physical Development

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.

KS1 National Curriculum – Physical Education (2014)

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.

The national curriculum for PE 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.

In KS1 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.

School Commitment

Our Curriculum Intent (Appendix A) identifies what opportunities and experiences our pupils have on entering our school. This also recognises what our pupils need in order that we fully enable our school vision. It maintains a fidelity to the new EYFS Statutory Framework and KS1 National Curriculum as well as a commitment to alignment across the two phases in our school.

Through our Physical Development and Physical Education (PE Curriculum), we intend for all our children to gain proficiency, control and confidence in their physical development; both with their gross and fine motor skills. Our children will embark on a physical and emotional learning journey taught and delivered through an active curriculum which is inclusive, creative and engaging, maximising the development of the physical skills, sports knowledge and teamwork needed for the next steps of their education. Throughout their Physical Development journey in school children will be able to express themselves both physically and emotionally with constantly honing in on their social skills too, at the same time developing a more rigorous understanding of PE and how it fits into our school ethos. Through the course of Physical Development lessons moving through Arden Forest Infant School, children will learn to work together collaboratively, they will develop competence to excel in a broad range of physical activities, children will be physically active for sustained periods of time, they will engage in competitive sports and activities and all this will help them to lead a more healthy active lifestyle. Through all of this, children will learn how to peer assess and evaluate their work using the technical knowledge and key vocabulary they have been taught.

Our Growth Mindset Learning Behaviours help children develop the right attitudes to Physical Development in order that they fulfil their potential and experience success. E.g. valuing the need to be a stick-a-saurus when learning a new way to throw and catch a ball, or static balancing for a length of time, or a think-a-docus when considering different strategies for attacking and defending in football, and especially a team-rex to collaboratively work with others when playing a team game such as netball or rounders. Within all aspects of Physical Development, there are opportunities for pupils to develop their School Responsibilities' of being kind and respectful, learn and let others learn and keeping themselves and others safe.

Why do learners at Arden Forest Infant School need to study PE?

At Arden Forest Infant School, our teaching of Physical Development supports our vision of inclusive practice and it enables all children to achieve their potential. We believe that these lessons will engage, inspire and challenge all children to learn and master new athletic skills, develop their fitness and health in a positive way.

We know that Physical Development, experienced in a safe and supportive environment, is essential to ensure children attain optimum physical and emotional development and a good level of fitness and health. Children in EYFS need to develop their physical development in their gross and fine motor skills which are Prime Areas of the EYFS curriculum. Children need to develop their fine motor skills throughout Reception so they are able to use tools and equipment effectively, especially a writing tool using a tripod grip.

Children need to grow their gross motor skills throughout Reception to develop their own spatial awareness, balance and coordination, and in turn, will enhance their fine motor skills. Alongside this, children will be taught and encouraged to practise new athletic skills in a range of different activities and situations; personally, in small groups and in teams, and to apply these skills in a range of competitive sports games. We also want to teach children how to cooperate and collaborate with others as part of an effective team, understanding fairness and equity of play to embed life-long values. It is important that our children receive opportunities to reflect on their own personal progress and how they can thrive to succeed their goals. Our Physical Development curriculum aims to improve the wellbeing and fitness of all children not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes. We want our children to have a keen interest in physical activities and a willingness to participate eagerly in every lesson, with highly positive attitudes, and the ability to make informed choices about engaging in extra-curricular activities.

How we promote personal characteristics and relationships?

At Arden Forest Infant School, the Physical Development curriculum delivers a range of social, moral, spiritual and cultural aspects which reflects the school's Personal Characteristics and Relationships principles. It encourages the children to be responsible, show kindness, respect, positivity, tolerance and resilience. All of these themes are woven through our wider curriculum, but are also echoed in PE by creating opportunities for pupils to become physically and emotionally confident, in a way which supports their health and fitness. It encourages responsibility and kindness and for one another as well as our relationships with others, as the children help and support each other to learn and develop specific skills which can be applied to team games where children positively cheer and support their team with the opportunities for children to come together and reflect on the game. It also provides opportunities for children to compete in sport and other activities and help to embed values such as fairness, tolerance and respect for their team mates and the opposition. Children will develop positivity, resilience and a belief in themselves as they see, hear and feel their own individual progress with their balance, coordination, agility and dance skills.

What are the aims for the PE Curriculum?

We aim for our children to achieve the ELG's for Physical Development in both gross and fine motor skills at the end of Reception. We aim to enable children to perform every day functions, such as walking and running, playground skills (e.g. climbing) and sporting skills (e.g. catching, throwing and hitting a ball with a bat). These are also crucial for everyday self-care skills like dressing (where you need to be able to stand on one leg to put your leg into a pant leg without falling over) and climbing into and out of a car or even getting into and out of bed. Gross motor abilities also have an influence on other everyday functions. For example, a child's ability to maintain appropriate table top posture (upper body support) will affect their ability to participate in fine motor skills (e.g. writing, drawing and cutting) and sitting upright to attend to class instruction, which then impacts on their academic learning. We want our children to develop their 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. Children will be able to master a range of

movements such as running, sidestepping, jumping, throwing and catching which they can apply to mini and whole team games. In Across the school, children will develop tactics for attacking and defending and be encouraged to use their initiative and share their own ideas on what is best and why. Children will learn how to move with increased flexibility and control in dance and gymnastics lessons. Children will learn the logistics, rules and responsibilities of a range of sports including, football, rounders, netball and hockey. We aim for our children to become physically active with the drive to improve their own fitness and increase their awareness of health and hygiene. We also aim to engage all children in competitive and co-operative physical activities, in a range of increasingly challenging situations. In order to achieve these aims, the Physical Development curriculum at Arden Forest, provides lots of first hand experiences to make learning relevant and purposeful. Children will be have the opportunity to extend their skills by participating in extracurricular activities and sports clubs such as tennis, Tag Rugby, Rhythmic Gymnastics, trampolining and scooter skills. They may also have the chance to enter interschool competitions and tournaments.

How does PE help our pupils to be aspirational lifelong learners?

We know that being physically and emotionally active and healthy is highly important in everyday life, so having a good understanding of how to keep our bodies fit and healthy, including the passion to learn new skills, sports and hobbies, will provide direct links to future employment. These opportunities will mean that our children will contribute to community and wider society; this might include careers in becoming a professional athlete in any sport, personal training, professional refereeing, lifeguarding, sports coaching, PE teaching, dancing and many careers in the armed forces.

Why has the specific knowledge been selected?

At Arden Forest Infant School, the Physical Development curriculum is taught discreetly, with the expectation of Reception where they will be taught discreet lessons alongside gross and fine motor skills development during continuous provision in the indoor and outdoor environments. Our intent states that children's fine motor skills are not developed so we build opportunities in our EYFS provision that are continued to be built upon in KS1 in order that children's physical development needs are met. Our Physical Development curriculum is designed to help our children know and remember more. Each year, they will increase their knowledge and skills in balance, agility, coordination, in a range of different sports and activities, as well as developing their creativity in dance and their performance in athletics. Our curriculum aims to teach children how to lead a healthy lifestyle which is achieved by eating sensibly, being aware of the dangers of an unhealthy lifestyle and not exercising regularly. We want our children to be able to remain physically active for sustained periods of time and understand the importance of this in promoting long-term health and well-being as they progress in their lives. Enable children with the opportunities to experience and practice a vast range of sports and activities, inside and outdoors, so they can explore their passions, which will develop into their own personal sports and hobbies that they will want to participate in outside of school and even turn this into a career. We want our children take the initiative and become excellent young leaders, organising and officiating and evaluating what needs to be done to improve and motivating and instilling excellent sporting attitudes

in others. In creative activities such as gymnastics and dance we want our children to employ imagination and creativity in their techniques, tactics and choreography. We want to equip our children with the knowledge and skills so they are able to improve and progress, through small groups and team games, observing and evaluating their own and others performances.

How is PE implemented?

Children will enjoy discrete Physical Development lessons from start of Reception until end of Year Two and these will be delivered in the sports hall, outdoors on our large playground/grass area and in wider localities at local events over time. The children in Reception receive a healthy dose of fitness through daily activation in both the indoors and the outdoors environment and they have 1 discreet PE session a week. Children have daily opportunities to develop their gross and fine motor skills in various ways, such as, riding bikes and scooters, climbing using safe equipment, playing ball games, rolling tyres and building large sized models in the construction areas. Children will be encouraged to develop their hand-eye coordination through rolling, kicking, passing, throwing and catching different sized balls. Children are also encouraged to develop their fine motor skills through daily 'finger gym' activities, such as tweezering, threading and cutting. They are also consistently encouraged to draw, paint, colour, chalk and write using a tripod grip.

In KS1 children enjoy twice weekly PE lessons, with both an indoor and an outdoor focus. The themes or focusses are changed every half term to enable our children to learn and develop a range of sport specific skills. For example, in Year 1 the indoor focus could be Dances from different cultures and the outdoor focus could be Hockey skills. These lessons are carefully planned so new skills are taught and developed each week, leading up the children participant in competitive games where they can apply all these skills into a team game scenario. During the start of the lesson, there is an opportunity for key vocabulary to be shared and discussed with the children to develop their knowledge and understanding. Each lesson consists of a 'warming up' period at the beginning of the lesson, a 'skill teach' where children will learn a new technique or skill, a "mini game or activity" where these skills can be applied, ending with a 'cooling down' period. Throughout the lessons children are given time to be reflective, evaluate their own skills, and observe skills of their peers that can be shared amongst the class. We encourage all our children to take risks, experiment and reflect on why some ideas and techniques are successful or not.

What is the impact?

The impact of our Physical Development curriculum can be seen within our PE lessons across the year groups, through our Physical Development displays, our pupils' conversations and in the playground environment. Close monitoring of Physical Development ensures that standards in teaching and learning remain high. The children's outcomes in Physical Development in EYFS are also evident in the data which is in line with National statistics. This data enables us to reflect on the intent of the Physical Development curriculum and how it is being implemented in EYFS and in KS1. Regular analysis of pupil attainment and progress data also ensure outcomes from starting points follow an expected trajectory against the termly milestones as well as identify specific groups or

individuals in need. This ensures children are on track during the year. Interventions provide opportunities for specific children to 'close the gap', especially in our Occupational Therapy (OT) interventions for gross and fine motor skills. Our children are able to use a range of Physical skills and knowledge and they are given a broad range of experiences in a variety of competitive sports.

Appendices:

A. Overall School Curriculum Intent

B. PE aims/end points of specific stages of curriculum

- EYFS Framework and National Curriculum
- See Progression in Learning Framework for Physical Development which overarching maps that show the sequence and progression in learning from the beginning of Preschool Year until the end of Year Two.

Appendix A

Arden Forest Infant School – Curriculum Intent

What do we know about our community of learners? What opportunities/experiences have they had already and what have they not yet benefited from?

Our pupils start Reception from a large number of different pre-school settings. They have a diverse range of cultural and family backgrounds which are valued and shape our unique relationships with our school community.

Communication skills vary on entry, children are often reluctant to engage in extended conversations or articulate their thinking. Children often need support to identify and moderate their own feelings and are not able to solve minor disagreements.

We have an increasing percentage of children with additional needs compared to the national average, including those with ASD. As such, communication and language, physical development and personal and social and emotional development is significantly lower for these children. Recently, many children have not been able to access outside agency support due to COVID restrictions.

When our children begin Reception, they are often confident, show curiosity and are eager to explore their environment. However, our pupils' often lack sustained thinking and focus. Children are reluctant to be independent in their learning and life skills, and often their resilience and perseverance in the face of challenge is low which is a barrier to success. They lack experience of opportunities to take calculated risks.

Children typically have good access to outdoor spaces which enable a knowledge of the natural world around and gross motor skills to be typically at age related expectations. However, children's fine motor skills are typically not as developed.

Children generally access books and stories at home. However, the ability to blend and segment in phonics is a barrier for most children which impacts on their reading and writing on entry. Most parents generally take an active role as partners in their children's learning. The majority of children show everyday application of skills in mathematics. Children usually have access to technology at home. Imagination is often good in small world and role play but children lack creativity and skill with music, art and design. We have observed that our children tend to have a limited cultural experiences of the arts or awareness of their wider community.

In September 2021, some children starting with us will have lived nearly half of their life with the pandemic. Our Year One children spent a third of their Reception Year Learning remotely and missed a significant part of their pre-school experience due to lockdown. Our Year Two children spent a third of their time in Year One being taught remotely and missed a significant part of their Reception Year due to lockdown.



Appendix B

Physical Development aims/end points of specific stages of curriculum

EYFS Framework (September 2021)

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.

Subject Content for 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