



Curriculum Intent & Policy

"Building a life-long love of learning in a safe and happy school."

Physical Education

Principles

Physical Education is an integral part of our curriculum and enjoyment of physical activity is a highly valued part of every school day. Our children are physically active through playtimes, lunchtimes and PE lessons, as well as additional physical and extra-curricular activities. We promote the importance of physical activity as part of a healthy lifestyle. Children develop fundamental skills which give them the building blocks to become competent and confident in a range of physical activities. As well as learning fundamental movement skills, the children enjoy competing independently and as part of a team, learning the values associated with sporting behaviour and a sense of fair play. We provide the foundation for children's ability to access, succeed and excel in physically demanding and sporting activities in their future school and adult lives.

By the time children leave Loughton Manor First School at the age of seven, they will be able to

- Move confidently in a range of ways - run, jump, skip, hop, leap, gallop, dodge
- Send, receive and control an object (such as a medium sized ball)
- Begin to apply these skills in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Enjoy performing dances using simple movement patterns
- Be confident to express themselves through creative movement

Progression in Physical Education

	FS	Year 1	Year 2
Key vocab PE	Space, stretch, move, safely, direction, run, jump, hop, leap, gallop, march, skip, faster, slower, higher, lower, control, stop, land, heart, exercise, balance, shape, roll, straight shape, star shape, tuck shape, pike shape, straddle shape, rock, egg roll, log roll, straight jump, star jump, back balance, stork balance, tuck balance, arch hold (superman), large, small, link.		
Key vocab Dance	<ul style="list-style-type: none"> • words to describe travel and stillness, e.g. gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue • words to describe direction, e.g. forwards, backwards, sideways • words to describe space, e.g. near, far, in and out, on the spot, own • beginning, middle, end • words to describe moods and feelings (expressive qualities), eg jolly, stormy • words to describe the nature of movement (dynamic qualities), eg fast, strong, gentle <p>words to describe body actions and body parts</p> <ul style="list-style-type: none"> • stimulus (the starting point for dance) • words to describe levels, e.g. high, medium, low • words to describe directions • words to describe pathways, e.g. curved, zigzag • words to describe moods, ideas and feelings, e.g. happy, angry, calm, excited, sad, lonely • tired, hot, sweaty, heart rate • warm up, cool down 		

	FS	Year 1	Year 2
Movement	<p>Go from moving to being still with control.</p> <p>Run in different directions with control.</p> <p>Jump forwards 2 feet to 2 feet.</p> <p>Hop on either foot with control.</p> <p>Gallop using preferred leg.</p> <p>Skip with control (no rope).</p>	<p>Run and change direction quickly and with control, varying speed.</p> <p>Move with control at speed.</p> <p>Hop, gallop and skip in different directions with rhythm and control.</p> <p>Jump with control over a moving rope.</p> <p>Land with control when jumping forward for distance.</p>	<p>Demonstrate controlled change of speed when running.</p> <p>Change direction at speed with control.</p> <p>Run quickly towards a target.</p> <p>Hop in different directions with control.</p> <p>Gallop at speed, changing direction and with control.</p> <p>Jump for distance with control.</p> <p>Skip with a rope.</p> <p>Gain power to increase height when jumping.</p> <p>Make simple decisions about when and where to run.</p>
Using skills, techniques	<p>Retrieve a beanbag using hands.</p> <p>Gain height when jumping.</p> <p>Move with a beanbag in different ways.</p> <p>Roll a ball towards targets.</p> <p>Stop a ball with hand.</p> <p>Throw a small ball underarm to a target.</p> <p>Catch a ball with 2 hands.</p> <p>Strike a ball along the floor using hand, then towards a target.</p> <p>Perform 5 basic gymnastic shapes with control.</p> <p>Hold large and small shapes whilst balancing.</p> <p>Demonstrate a safe landing (chair) from a jump.</p> <p>Perform a straight jump with control from a bench.</p> <p>Travel sideways using a roll.</p>	<p>Jump for distance with control.</p> <p>Gain power and jump for height.</p> <p>Retrieve an object using hands.</p> <p>Stop a moving ball along the floor.</p> <p>Move whilst controlling a ball.</p> <p>Roll a ball towards a progressively smaller target.</p> <p>Throw a ball underarm to hit a progressively smaller target.</p> <p>Move into position to catch a ball with 2 hands.</p> <p>Strike a ball along the floor using hand with control.</p> <p>Strike a ball along the floor towards a 5-10m target.</p> <p>Perform core exercises with control.</p> <p>Perform 8 basic shapes with control.</p>	<p>Perform core exercises with control.</p> <p>Roll and stop a ball with control.</p> <p>Throw underarm with control to a target.</p> <p>Throw a ball underarm to a partner.</p> <p>Catch a ball with 2 hands from a short distance.</p> <p>Move in a variety of ways whilst controlling the ball.</p> <p>Perform rolling and gathering skills with control.</p> <p>Strike a ball with hand to a partner.</p> <p>Hit a ball using a bat/racket.</p> <p>Move a ball with hands on the move.</p> <p>Pass the ball with 2 hands to a partner.</p> <p>Control a moving ball with dominant foot.</p> <p>Move a ball towards a target with control.</p> <p>Control the rugby ball with 2 hands.</p> <p>Throw objects using different styles to gain distance.</p> <p>Score accurately.</p> <p>Link 4 shapes smoothly.</p> <p>Link 3 balances smoothly.</p> <p>Jump for height and perform a shape in the air.</p>

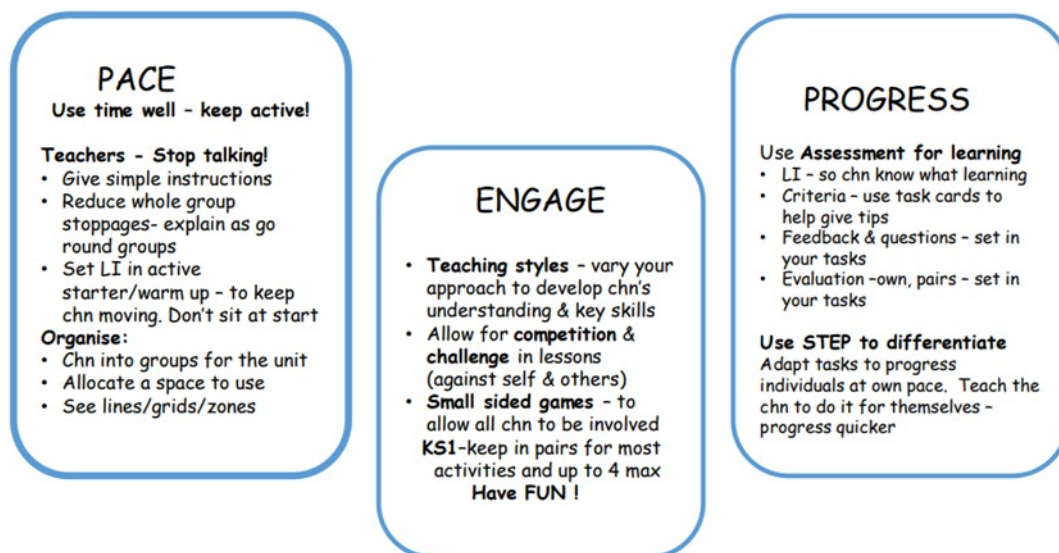
	<p>Transfer weight from hands to feet (bunny hop). Link 2 skills on the floor and then floor and apparatus.</p>	<p>Be still whilst holding balances on different parts of the body. Perform 2 jumps with control. Develop skills for a forward roll. Transfer weight from hands to feet using bench. Perform and link 3 different skills. Demonstrate a gym sequence using 2-3 skills on floor and apparatus. Slide a beanbag towards a target. Dribble a ball with control using dominant hand. Throw accurately underarm towards a target. Catch a ball with 2 hands consistently from a close distance. Control a moving ball with dominant foot. Move a ball towards a target with control using dominant foot. Jump over a small hurdle side to side and when running. Throw a variety of objects forward for distance.</p>	<p>Perform a tuck jump with control. Perform rolls that move in a circular motion. Perform a combination of jumps with control. Demonstrate different ways of leaving the floor to gain height. Transfer weight from hands to feet using the bench. Create a sequence on low apparatus using 4 different skills. Create a sequence on high apparatus using 4 different skills.</p>
Dance	<p>Move freely to music. Explore and engage in music making and dance, performing solo or in groups. Watch and talk about dance and performance art, expressing their</p>	<p>Explore movement ideas and respond imaginatively to a range of stimuli. Copy, watch and describe dance movement. Perform movement phrases</p>	<p>Perform body actions with control and coordination. Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling Link actions; remember and repeat dance phrases. Perform short dances, showing an understanding of</p>

	feelings and responses.	using a range of body actions and body parts. Compose and link movement phrases to make simple dances with clear beginnings, middles and ends. Move confidently and safely in their own and general space, using changes of speed, level and direction.	expressive qualities. Describe the mood, feelings and expressive qualities of dance. Describe how dancing affects their body. Know why it is important to be active. Suggest ways they could improve their work.
Cooperation	Take turns with a partner, sharing equipment. Follow and copy a partners actions. Work cooperatively with a partner to keep score.	Copy and refine a partner's moves. Work together to score points and keep score.	Copy and refine a partner's moves. Work as part of a small group to play a game. Develop a game that improves a skill. Work with a partner to follow rules and score points.
Health and fitness	Understand what PE is and why we do it. Keep moving continuously for 3 minutes Perform exercises safely and with control. Use apparatus safely.	To know what the heart does and what exercises help it. Keep moving for 5 minutes. Perform exercises safely and with control. Use apparatus safely.	To know what the heart does and what exercises help it. Keep moving for 5 minutes. Perform exercises safely and with control. Use apparatus safely.

Teaching and Learning of PE at Loughton Manor First School

Teaching and Learning Styles

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop physically literate children by enhancing their motivation, knowledge, confidence, skills and understanding of all aspects of physical activity and sports. We do this through a mixture of whole class teaching, group or individual activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their work as well as the work of other children. As part of the Milton Keynes School Sports Partnership's planning, we follow the PACE, ENGAGE, PROGRESS model.



Planning, Continuity and Progression

Teachers use the Milton Keynes School Sports Partnership's planning. Our PE long term plan maps out the PE activities covered in each term for each year group. The PE co-ordinator works this out in conjunction with teaching colleagues in each year group. Our medium and short term plans give details of each unit of work for each half term. The PE co-ordinator keeps and reviews these plans. Each year group has a folder in the PE cupboard that has all the individual lesson plans. These list the specific learning objectives for each lesson and give details of how lessons are to be taught.

Lessons usually comprise of a **ready, get set, go** structure, followed by a cool down.

- **Ready** - an active starter/warm-up where the LI is set and teachers question children about the benefits and effects of exercise on their body.
- **Get set** – teach and develop understanding of skill and guided discovery.
- **Go** – children follow instructions to practise/demonstrate/develop the skill through an activity or game.
- **Cool down** – reduce heart rate and reflect on learning.

Organisation and Management

We have a HLTA who is a PE specialist and teaches PE to all year groups, along with a number of teachers. Staff are required to wear appropriate footwear and clothing for all PE sessions. If children forget to wear their kit a spare is provided as necessary. There are no statutory rights of withdrawal from PE, other than medical grounds. If children cannot do PE due to a medical reason then, as far as possible, they will remain with the rest of the class and be given a role, e.g. scorer or observer and be asked to give feedback.

Foundation Stage

In the Foundation Stage we follow the Early Years Foundation Stage statutory framework, in which physical development is a prime area of learning and development. Opportunities will be provided for children to be active and to develop their coordination, control and movement through activities which involve the use of a range of equipment and different spatial experiences. As part of our outdoor provision, which children have access to most of the time, equipment is provided to encourage climbing, balancing and games; and wheeled vehicles are regularly available. Each class in Foundation Stage has one timetabled high quality PE lesson each week.

Key Stage One

In Key Stage One we follow the National Curriculum 2014 PE programmes of study. The 2016 Childhood Obesity Strategy recommends all children get 60 minutes per day of physical activity, 30 minutes of which should form part of the school day. In Key Stage 1 Wake up Shake up and Relax Kids/Mindfulness sessions are part of the timetable. This is in addition to lunch and early morning break times, in which staff are encouraging active play. Key Stage One children engage in lessons of high quality PE. Each class should receive 2 hours of PE each week. Staff plan their own timetable each year and allocate the required 2 hours of PE to fit in around their curriculum and whole school use of the hall and outdoor resources.

Role of the PE Curriculum Manager

The PE curriculum manager together with the PE Specialist HLTA, head teacher, Humanities Curriculum Team and the governing body is responsible for the review of the subject policy. It is the PE manager's role to support colleagues, review planning and ensure that the necessary resources are in school in order to deliver the National Curriculum Programmes of study. The PE manager will keep abreast of current thinking within the teaching of PE and communicate these ideas to the school staff, along with:

- Organisation, care and ordering of PE equipment.
- Offering guidance on curriculum and planning matters.
- Attending CPD training and being prepared to deliver training to staff in school.
- Planning PE programmes and revising units of work as appropriate.
- Monitoring and evaluating the teaching and learning of PE.
- Organising active OSHL activities.
- Keeping up to date on policies and changes in the curriculum.

- Liaising with outside agencies.
- Raising the profile of Physical Education and Physical Activity in all aspects of school life.

Resources

We have a wide range of resources to support the teaching of PE. Equipment is kept in the PE cupboard in the hall. The hall also contains a range of large apparatus. We teach the children to help set up and put away this equipment safely as part of their lesson. Staff must report any damaged equipment to the PE Co-ordinator.

Assessment, Recording and Reporting

Assessment in PE is almost all via observation and our planning incorporates formative and summative assessment, enabling children to progress at a quicker rate. At times photos and video will be taken so the teacher can focus on observation and assessment of all children after the lesson.

Formative

Our lesson plans embed Assessment for learning (AfL) strategies within them.

Why?

Children progress at 2/3 quicker rate.

How? 4 key actions

- 1) Set/share specific learning intentions (within On Your Marks section)
- 2) Criteria - share steps/tips needed to achieve LI
- 3) Feedback- regularly given against criteria
- 4) Evaluation - peer and later self

Teachers have resource cards to enhance their subject knowledge to help AfL.

Summative

Our units of work include a simple assessment procedure to measure progress.

Why?

- To identify which chn need support/challenge
- To inform next unit planning
- To pass on to next teacher of class for progression

What?

Using a simple approach based upon 3 areas:

- 1) Cardiovascular (CV) fitness measure (to increase fitness/reduce obesity) -end of unit.
- 2) Skill based LI (to measure progress in key skills - simple but wont cover all skills)
- 3) Involvement in game/performance/task

Advice - Use 1 and 2 only initially as 3 can be difficult to establish.

How?

End of each lesson when changing put initials of chn working above (Step on) & below (Step up) into box under LI.

There is also a summative assessment sheet for each unit of work, where teachers note those children whose skills and knowledge are still emerging, or who are clearly exceeding. This information is kept for end of year reports and passed on to the Subject Leader for monitoring and observation purposes. Information will also be passed to the next teacher.

The Early Years Foundation Stage (EYFS) Profile is used to record assessments in Nursery and Reception.

Monitoring and Evaluating

Monitoring and evaluation will be within the remit of the Humanities Team, a curriculum team which meets half termly. Their annual development plan will identify aspects for development/improvement that help to support and sustain our high standards. The development plan details aspects to be monitored and evaluated, and identifies the members of staff/governors involved.

Inclusion

Our lesson plans include suggestions for adapting tasks and activities, based on the STEP model.

For example

Space – more space gives more reaction time, less space demands higher skill. Zoned playing areas, Smaller/larger target areas.

Task – Easier – simplify the rules, harder – introduce more rules/conditions.

Equipment – Change the space in the playing area between cones, Use different size landing targets.

People - Working independently, in pairs, in groups, in teams. Use a partner to move around.

The teacher, via observation, will make opportunities for children who need additional support to be supported, either by proximity to confident, accurate pupils or an adult to enable participation. Some children with SEND will participate with the support of 1:1 adult, who gauges the appropriateness of the activity and modifies as needed.

Note about fitness based activities – when teaching focuses on fitness teachers will take into consideration children's current fitness levels. Improving fitness levels is personal so children need to set individual, personal challenges and targets. Teachers will model how to decrease or increase the number of repetitions or time on each activity to suit fitness levels

Equal Opportunities

All children will have access to the PE curriculum irrespective of race, gender or mobility (see *Equal Opportunities Policy and Racial Equality Policy*).

Cross Curricular Links

PE develops thinking skills, resilience and problem solving skills required in all areas of the curriculum and in later life. Cross-curricular links are evident and will be highlighted wherever appropriate. These include the development of communication and numeracy skills; problem solving and decision making; use of technology to record, collect and interpret data and evaluate performances; links with the expressive arts and personal health and safety education.

Outdoor Learning

At Loughton Manor First School we pride ourselves in our school grounds and benefit from a community rich with learning opportunities. We recognise the importance of Outdoor Learning (OL) on our children's development and plan OL opportunities whenever possible.

Out of School Hours Learning (OSHL)

The school provides after school sports activities throughout the week. Our aim is to provide an increasing variety of activities to FS2 and Key Stage One. These will be delivered by trained coaches who are DBS checked within their companies.

Health and Safety Factors in Physical Education

1. Health and the safety of the children at Loughton Manor is of the utmost importance to the staff and therefore we expect that: -
 - Children must wear suitable clothing for PE (e.g. shorts and T-shirt. In cold weather, children will be encouraged to wear additional clothing, e.g. jumpers or tracksuits.)
 - Jewellery must be removed for all PE lessons. If a child cannot remove earrings, he/she is then responsible for taping the earrings to their ears using surgical tape which must be kept in the child's tray.
 - Long hair must be tied back.

2. It is the responsibility of the class teachers to ensure that their class is working in a safe and suitable environment. This means:-
 - The removal of unnecessary furniture from the working space.
 - A clean and dry floor so that bare-foot work can safely take place.
 - A safe, outdoor surface for playing games: no loose stones and gravel.

3. Suitable and safe organisation of apparatus.
 - Easily accessible gymnastic apparatus, which is spread around the hall to allow for its safe and efficient handling.
 - Games apparatus/equipment is stored safely in the PE cupboard in containers which, where appropriate, are easily accessible for children.

- Teachers will check that all apparatus has been safely erected and that it is clean and dry before children use it.
4. It is imperative that good discipline is maintained during lessons. Pupils should always be aware of what is expected from them and of their class teacher's rules. Noise levels must be appropriate
 - to enable children to concentrate on their activity,
 - so that members of staff can give clear instructions and signals,
 - in order that accidents can be noticed quickly.
 5. Class teachers should position themselves so that they can see all activities that are taking place.
 6. All members of staff should set good practice examples to the children by being suitably dressed to take a PE lesson.

Procedures for dealing with an accident:-

If an accident occurs during a PE lesson the teacher will ask all the pupils to stop what they are doing so that full attention can be given to the injured child. A minor accident can be dealt with by the class teacher. More serious accidents are dealt with by one of the authorised school first aiders. The teacher will send a child if KS1 (with the emergency triangle) or an adult if FS to alert the first aider's attention. The names of the first aiders are on the wall in the hall. A 'NOW' triangular shaped sign is hung in the hall and a child takes it to the nearest adult at the front of the building. Another 'NOW' triangular shaped sign is on the PE trolley and should be taken to outside PE lessons. All accidents are recorded.

See *Health and Safety Policy* for further first aid information.