



PE at Old Town Infant School and Nursery

At Old Town Infant School and Nursery, our aim is to provide an exciting and ambitious PE curriculum that offers opportunities for all children, including those with SEND and the most disadvantaged, the knowledge and cultural capital they need to flourish and be successful. We strive to deliver high-quality teaching and learning opportunities that enable all children to develop their resilience, confidence and independence, become physically confident, achieve their personal best and make informed decisions to lead active and healthy lives.

Building on children's natural enthusiasm for movement, we will actively encourage them to be physically active for sustained periods. We believe that PE, experienced in a safe and supportive environment, is vital and unique in its contribution to a child's physical and emotional development and health.

Early Years Foundation Stage

Children will be taught to become more aware of their body and its capabilities. Opportunities for physical activity both indoors and outdoors will enable children to develop their core strength, stability, balance, special awareness, co-ordination and agility. Children will be encouraged to develop the skills needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

Key Stage 1

Children will be taught a range of core transferable skills, which will form the foundations of more specific sports skills and rules needed to be successful athletes in Key Stage 2. Children will have an opportunity to access a broad range of learning opportunities, which will enable them to extend their agility, balance and coordination. By teaching fundamental movement skills, children will become increasingly competent and confident athletes who enjoy engaging in competitive physical activities, in a range of increasingly challenging situations.

Equal Opportunities and Inclusion

We believe in inclusive practice and all pupils have access to a broad and balanced curriculum irrespective of age, gender, cultural, ethnic or social backgrounds. Pupils with special educational needs will be supported, when necessary, where it affects their performance in PE, but independence will be encouraged where possible.

The following concepts underpin the teaching of PE at Old Town Infant School and Nursery

<p><u>Skill</u></p> <p>To understand the skills, rules and tactics linked to individual sports and activities</p>	<p><u>Evaluation</u></p> <p>To understand the role of evaluation in improving performance</p>	<p><u>Health</u></p> <p>To understand the benefits of exercise on physical and mental health (wellbeing)</p>	<p><u>Values</u></p> <p>To understand how to apply the core values of respect, resilience, teamwork and communication</p>
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These concepts link closely with our school values of Independence, Respect, Resilience and Curiosity and are an integral part of our inclusive PE provision

Independent Izzy	Respectful Remy	Resilient Rex	Curious Cam
<p>We are able to do things by ourselves and can seek help if we need it</p> <p>We can make good choices and take responsibility for our own decisions</p> <p>We encourage and celebrate everyone's individuality</p> <p>We can make improvements and learn from mistakes</p>	<p>We have kind hands, feet and use kind words</p> <p>We take turns and share</p> <p>We celebrate similarities and differences between people</p> <p>We take pride in the achievements of others</p> <p>We have good manners and treat each other how we would like to be treated</p>	<p>We always try our best and are ambitious with our learning</p> <p>We persevere when things are difficult</p> <p>We don't give up easily</p> <p>We know what to do when we are stuck and keep a positive mindset</p> <p>We believe that we can get better at things</p>	<p>We love learning about new things</p> <p>We can ask great questions to develop our understanding</p> <p>We explore, investigate and seek answers for ourselves</p>
			

Our Physical Education Cultural Capital Offer

We recognise that not all children will have been exposed to the same level of experiences and opportunities to gain knowledge of the world around them. These children, whose home experiences are more limited and their journeys more uneven, need guidance to spark their aspirations and rich and sustained opportunities to develop their cultural capital. This will enable them to flourish and be successful academically and in the wider areas of their lives.

Cultural Capital Opportunities

<ul style="list-style-type: none"> • Stormbreak, - supporting mental health through movement and brain breaks • Forest School (Reception) • Happy Lunchtimes (play and lunch time provision) which includes: <ul style="list-style-type: none"> • team games taught by qualified PE coach • gym equipment • astroturf (all weather) football pitch • bikes and scooters • trim trail • climbing frame • tyre trail • nature area 	<ul style="list-style-type: none"> • WOW - walk to school initiative • Extra-curricular clubs such as football, gymnastics and multi-sports • Sensory Circuits (SEND) • Multisport intra-school events (with children from Winchelsea satellite classes) • Festival of Sport (CLP interschool event) • Whole School Sports Day • Annual whole school Health Week, which includes: <ul style="list-style-type: none"> • D&T opportunities related to food preparation and healthy eating • Mindfulness and relaxation • Scootability (encouraging children to learn how to ride a scooter safely)
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Aims for the National Curriculum in PE

EYFS

<p>Personal, Social and Emotional Development (PSED)</p> <p>Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct</p>	<p>Physical Development (PD)</p> <p>Gross and fine motor experiences development incrementally through early childhood. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with</p>	<p>Expressive Arts and Design (EAD)</p> <p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to</p>
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attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably.	hand-eye co-ordination which is linked to early literacy. Children should be provided with opportunities to develop their core strength, stability, balance spatial awareness, co-ordination and agility through both indoor and outdoor games and opportunities. Additionally, opportunities to explore small world activities, puzzles, arts and craft will allow children to develop proficiency, control and confidence.	explore and play with a wide range of media and materials.
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Key Stage 1

The national curriculum for physical education aims to ensure that all KS1 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

PE Long Term Planning Overview

		Nursery We are learning to/that	Reception We are learning to/that	Year 1 We are learning to/that	Year 2 We are learning to/that
Transferable skills	Benefits of Exercise	- exercise helps to keep us healthy and helps our bodies get stronger (Health)	- exercise is important for health and helps our bodies get stronger (Health) - exercise creates physical changes in our bodies (Health)	- exercise can help to improve mood and concentration (Health)	- exercise develops muscles (Health) - exercise improves stamina/fitness levels (Health) - exercise improves sleep (Health)

	Team Building	<ul style="list-style-type: none"> - play co-operatively, taking turns (values) - copy & lead a partner (values) 	<ul style="list-style-type: none"> - play co-operatively, taking turns (values) - work co-operatively as a team (values) - play against a partner (values) 	<ul style="list-style-type: none"> - listen to others' ideas (values) - work with a partner or a small group (values) - communicate simple instructions (values) - suggest ideas to solve tasks (values) 	<ul style="list-style-type: none"> - work co-operatively with a partner and a small group to create a plan (values) - share ideas and listen to others to help solve tasks (values) - develop trust, show honesty and play fairly (values) - identify when we are successful at solving challenges (values)
	Fundamental Skills	<ul style="list-style-type: none"> - move around safely, without touching others (skill) - use equipment safely (skill) - follow instructions (skill) - stop safely, using small steps (skill) - change direction when running (skill) - travel following a path (skill) - travel in different ways (skill) - use wide arms to balance (skill) 	<ul style="list-style-type: none"> - identify and find personal space (skill) - safely negotiate space (skill) - move confidently in a range of ways (skill) - handle equipment safely and effectively (skill) - follow instructions (skill) - understand rules and follow them (skill) - stop safely, using small steps and bent knees (skill) - change direction when running (skill) - travel in different ways (skill) 	<ul style="list-style-type: none"> - follow a simple diagram/map(skill) - understand the rules of a game (skill) - run at different speeds (skill) - change direction when moving at speed (skill) - show control and co-ordination in hopping and jumping movements (skill) - leap (skill) - choose a movement that allows me to jump the furthest (skill) 	<ul style="list-style-type: none"> - follow verbal and written instructions (skill) - use, follow and create a simple diagram/map (skill) - run at different speeds, using our arms to drive us forward (skill) - sprint (skill) - change direction at speed, dodging obstacles (skill) - develop stability when balancing by using a focus point (skill) - use jumping, hopping and skipping actions to travel (skill)

		<ul style="list-style-type: none"> - balance when jumping and landing (skill) - hop on one leg (dominant foot) (skill) - say why I enjoyed an activity (evaluation) 	<ul style="list-style-type: none"> - use wide arms to balance (skill) - jump and land with bent knees (skill) - hop with control and co-ordination (skill) - show good control and co-ordination in small and large movements (skill) - keep a score (values & skill) - be confident in trying new activities (values) - to say what someone else has done well (evaluation) 	<ul style="list-style-type: none"> - show control and co-ordination when skipping (skill) - combine jumping movements with co-ordination (skill) - use co-ordination to turn a skipping rope forward (skill) - describe parts of other performances and praise what went well (evaluation/values) - to express opinions and give a reason for this (evaluation) - suggest improvements for others (evaluation) 	<ul style="list-style-type: none"> - combine jumping movements with co-ordination and rhythm (skill) - jump for distance (skill) - jump for height (skill) - use co-ordination to turn a skipping rope backwards (skill) - identify our own strengths and areas for development (evaluation) - evaluate our own performances (evaluation)
Skill Development	Dance		<ul style="list-style-type: none"> - explore how our different body parts move (skill) - count to 8 to help us stay in time (skill) - move in response to music showing control and co-ordination (skill) - perform a movement to a beat (skill) - copy a simple dance movement (skill) - create a simple dance movement (skill) 	<ul style="list-style-type: none"> - move in time with the music, using counts of 8 (skill) - respond imaginatively to a stimulus (skill) - create and perform 2 or more movement phrases using different actions (skill) - create a dance sequence with a clear beginning, middle and end (skill) 	<ul style="list-style-type: none"> - create, remember and repeat a short sequence of phrases to create a routine (skill) - plan and perform clear, exaggerated movements (skill) - copy, repeat and create actions in response to a stimulus (skill) - perform a sequence with a partner (values)

			<ul style="list-style-type: none"> - perform dance actions showing confidence and imagination (skill) 	<ul style="list-style-type: none"> - use movement and speed to convey emotion in a dance (skill) - interact with a partner within my dance (values) 	
Gymnastics			<p>Sequence</p> <ul style="list-style-type: none"> - Copy simple movements in a sequence (skill) <p>Travel</p> <ul style="list-style-type: none"> - Move at different speeds and in different ways (walk, jog, skip, hop and sidestep) (skill) - change direction when travelling (skill) <p>Balance</p> <ul style="list-style-type: none"> - Make basic shapes with our bodies: tuck, straight, star, pike & straddle (skill) - Create shapes whilst on apparatus (skill) - Balance on one leg for a short time (three seconds) (skill) - Balance on different body parts (skill) <p>Jump</p>	<p>Sequence</p> <ul style="list-style-type: none"> - Use a starting and finishing position (skill) - Perform a sequence of movements: balance, travelling action, jump and a roll (skill) <p>Travel</p> <ul style="list-style-type: none"> - Travel using different parts of our bodies and at different levels (skill) <p>Balance</p> <ul style="list-style-type: none"> - Make basic shapes with our bodies (dish and arch) (skill) - Balance on alternate legs (for 5 seconds) (skill) - Stand and sit using the 5 different body shapes (tuck, straddle, straight, star and pike) (skill) 	<p>Sequence</p> <ul style="list-style-type: none"> - Create and perform a sequence of movements (skill) - Link travelling actions and balances using apparatus (skill) <p>Travel</p> <ul style="list-style-type: none"> - Travel on hands and feet (e.g. bunny hop) (skill) <p>Balance</p> <ul style="list-style-type: none"> - Make basic shapes with our bodies (back support) (skill) - Use shapes to create balances (skill) <p>Jump</p> <ul style="list-style-type: none"> - Make a shape in the air when jumping (skill) <p>Roll</p>

			<ul style="list-style-type: none"> - Jump and land with two feet and knees bent (skill) <p>Roll</p> <ul style="list-style-type: none"> - Rock using different parts of my body (skill) - Demonstrate a straight roll and a barrel roll (skill) 	<ul style="list-style-type: none"> - Show control of body tension to make our shapes strong (skill) <p>Jump</p> <ul style="list-style-type: none"> - Make wide and thin shapes when jumping (skill) <p>Roll</p> <ul style="list-style-type: none"> - Demonstrate a forward roll (skill) 	<ul style="list-style-type: none"> - Demonstrate a dish and forward roll (skill) - Perform a sequence of rolls with a partner (skill)
Ball skills/ Sending & Receiving		<ul style="list-style-type: none"> - roll a ball with our hands (skill) - stop a rolling ball with our hands (skill) - throw a ball (skill) - bounce a ball (skill) - dribble a ball with our feet (skill) - kick a ball (skill) 	<ul style="list-style-type: none"> - develop control of the ball by keeping it close to our bodies (skill) - roll a ball towards a target with our hands (skill) - throw a ball to a partner or a target with accuracy (values & skill) - kick a ball to a partner or a target with accuracy (skill) - dribble a ball with our hands (skill) - dribble a ball with our feet (skill) - throw to a partner (values & skill) - track a ball to catch it (skill) 	<ul style="list-style-type: none"> - throw a ball over a short distance (bounce, underarm throw & chest pass) (skill) - track a receive a rolling ball with our hands (skill) - send and receive a ball with our feet (skill) - develop technique when catching a ball with two hands (skill) - throw a ball over a longer distance (overarm) (skill) - send a ball with a racket (Skill) - select a method of throwing based on the distance (skill) 	<ul style="list-style-type: none"> - develop co-ordination and technique when throwing and catching (skill) - develop control and co-ordination when dribbling a ball with your hands (skill) - develop control and co-ordination when tracking and receiving a rolling ball (skill) - send and receive a ball using a racket (skill) - throw for distance (skill) - throw for accuracy (skill) - develop co-ordination and technique when sending and receiving a ball with our feet (skill)

Key Vocabulary	Expressive Vocabulary Receptive vocabulary	<p>exercise, move, balance, stop, jump, walk, run, hop, fast, slow, throw, roll, catch, kick, healthy, stronger</p> <p>equipment, forwards, backwards, sideways, bounce, copy, target, safely, partner, travel, wide, enjoy, points, score, stretch</p>	<p>exercise, move, balance, stop, jump, land, stretch, walk, jog, run, skip, hop, march, space, forwards, backwards, sideways, fast, slow, throw, roll, kick, catch, bounce, copy, shape, bend, around, straight, star, roll, pass, tag, rules, points, score</p> <p>equipment, safely, instructions, team, partner, teammate, travel, direction, rock, tuck, pike, straddle, aim, target, pass, control, perform, sequence, barrel roll, straight roll, apparatus, muscles, breathing, heart, confident, audience, done well</p>	<p>improve, instructions, idea, equipment, safely, mood, concentration, direction, speed, far, sequence, partner, team, teamwork, team mate, lead, challenge, counts, pose, level, travel, rock, tuck, pike, straddle, dish, arch, forward roll, barrel roll, straight roll, leap, perform, performance, send, pass, land, aim, target, control, action, solve, audience, confident, well</p> <p>communicate, timing, pathway, furthest, movement, body tension, underarm throw, chest pass, receive, apparatus, muscles, improvements, diagram</p>	<p>communicate, movement, muscles, fitness, plan, trust, honesty, fairly, sprint, take off, furthest, dodge, strength, repeat, back support, dish roll, body tension, underarm throw, over arm throw, receive, collect, mirror, timing, pathway, race, goal, apparatus, improvements</p> <p>chest pass, momentum, stamina, successful, development, diagram, drive, pace, steady, obstacles, hurdle, focus, stability, distance, height, routine, dribble</p>