

Physical Education at St Monica's School



Intent

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. **National Curriculum 2014**

Implementation

During EYFS at St Monica's School

In EYFS, Physical Development is one of the Prime Areas of Learning and underpins the development of other skills such as reading, writing and attention. It is encouraged using both the indoor and outdoor provision.

- Children learn and practise specific skills including: balancing, climbing jumping, throwing, catching, kicking and moving in a range of ways.
- All children engage in the daily intervention programme 'Smart Start' that works on building their fine and gross motor skills. Adults plan daily activities during continuous provision which work on developing the children's fine motor skills.

During Key Stage 1 at St Monica's School

In Key Stage 1, children are taught knowledge, skills and understanding through dance, gymnastics and games activities developing simple tactics for attacking and defending.

Pupils are 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.

During Key Stage 2 at St Monica's School

In Key Stage 2, the children will look to extend their knowledge, skills and understanding across a range of PE areas:

- Gymnastics - learn and explore skills and create sequences by selecting and linking a number of actions (depending on the year group) and applying these to apparatus.
- Dance - children think about how to use movement to explore and communicate ideas and issues, and express their own feelings and thoughts. They create and repeat short dances inspired by a range of ideas and use language associated with movement to evaluate and improve their dances. They also develop an awareness of the audience.
- Games (striking and fielding, over the net, invasion) - learn and practise a variety of skills and apply to small sided games, applying tactics to competitive games.
- Athletics - develop techniques in jumping, throwing and running aiming to beat your personal best.
- Outdoor Adventurous Activities - develop team building and orienteering skills.
- Swimming - children learn to improve their confidence and competence in this life skill.

Planning

- The school's curriculum maps show the units to be covered each term.
- The medium-term plans and other useful PE resources are stored on the school shared drive and updated by the PE lead when necessary.
- Planning includes elements of difficulty, variety and quality within each activity.
- Planning includes a range of challenges for all the pupils taking part in the lesson using the STEP process (Space, Task, Equipment, People).
- Teachers and members of the PE team annotate the plans including methods of supporting, adapting & challenging.
- Planning also includes assessment opportunities.

Teaching

- EYFS has a one-hour discrete PE lesson each week which focuses on developing a particular skill using a varied range of equipment: parachutes, benches, balls, mats and climbing apparatus, as well as creative movement during dance lessons. They also have continuous provision outside all year with access to bikes & climbing equipment
- Classes in KS1 & KS2 are allocated two hours of PE each week - one indoors and one outdoors.
- Lessons are led by the staff or through team teaching sessions with a specialist coach. We may have other adult support dependent upon children's needs.
- PE is delivered throughout the day. An indoor and outside PE timetable is displayed in the corridor outside the staff room.
- Learning is through first-hand experience with a range of equipment available for each child.
- Learning objective, key vocabulary and techniques are shared with the children during the lesson.

Marking and feedback

Work should be marked according to the school marking policy by using:

- Peer and self-assessment
- Oral feedback

Impact

The PE curriculum allows children to:

- develop an increasing ability to select, link and apply methods, tactics and compositional ideas.
- improve observation skills and the ability to describe and make simple judgements on their own and others' work.
- be aware of the physical and psychological benefits of exercise, promoting a positive attitude to keeping active.
- develop the ability to work independently and respond positively towards others.
- understand safe practice and develop a sense of responsibility towards their own and others' safety and well-being.

Assessment

Formative:

- Plans include assessment opportunities.
- i-Pads are used regularly for instant assessment for learning showing children how they have performed.
- Effective questioning is used.
- Peer-observation and videoing performance can support teachers in ascertaining pupils' knowledge, skills and understanding.

Summative:

- Each half term, the children are assessed on observations, final performances and showcases produced in lessons.
- Assessments are submitted to the PE lead after each topic to identify children *working towards* and *at* the expected standard. This data informs future planning and support needed moving forward.

EYFS:

- Assessment is linked to the Early Learning Goals and the completion of the Foundation Stage Profile. Parents are able to track their children's development in PE through regular updates on Tapestry.

Resourcing

KS1

- Games equipment is stored in the junior hall cupboard.
- Large apparatus is placed safely around the edge of the infant hall.

KS2

- The games equipment is located in the PE cupboard in the junior hall.
- Large apparatus is stored in an area adjacent to the junior hall
- Each class should return equipment tidily (it is the responsibility of all staff to ensure that this is done properly).
- Spare PE kit items are stored in the Medical Room.

Health and safety

- Health and safety is regularly discussed in lessons and the children are encouraged to be aware of their surroundings and any hazards.
- Long hair must be tied back at all times and for swimming lessons, children wear swimming hats.
- No jewellery is to be worn for PE activities.

Monitoring

Monitoring is undertaken by the subject leader and SLT during the school year. This will include:

- learning walks during PE lessons - informal and formal.
- lesson observations.
- discussions with pupils about what they have learnt.
- regular meetings with the Enfield PE team.