

Physical Education Vision

OUR VISION

From tiny seeds, we grow and learn together.

Our school vision is inspired by the parable of the mustard seed. When planted and nurtured by a loving community, every seed can grow and flourish.

Our school is like the mustard tree; a place where all are valued and belong.

Our children are like tiny seeds; in good soil they can grow as individuals, ready to branch out and be good news in an ever- changing world.

Our loving community of gardeners enable each unique child to flourish, removing barriers, and supporting growth.

Little people can do big things through love, courage and joy.

OUR VALUES

LOVE

COURAGE

JOY

OUR BEHAVIOUR PRINCIPLES

KIND WORDS

KIND HANDS

KIND FEET

CURRICULUM INTENT

We define 'curriculum' as everything our children experience as they journey through our school, so that they become children who:

Learn and play with joy	Approach life and learning with courage, resilience and independence	Are kind and loving	Are numerate and literate	Can express their thoughts and ideas
Have high self-esteem and are proud of their own strengths and successes	Has a strong sense of belonging	Can collaborate with others	Are good news for their school and wider community	Recognise how they have grown as a unique individual

Physical Education Vision

--	--	--	--

PHYSICAL EDUCATION INTENT

It is our intention that all children will experience a high-quality physical education curriculum which inspires a growing knowledge, curiosity and fascination about the world and its people, so that they become children who:

Develop competence in fundamental movement skills, including running, jumping, throwing, catching, balance and coordination.	Participate confidently in a broad range of activities, including games, gymnastics, dance and athletics.	Work independently and with others, showing fairness, respect and an understanding of simple rules.
Understand the importance of physical activity for a healthy lifestyle and recognise the basic effects of exercise on the body.	Talk about and reflect on their own performance, identifying what they did well and how they can improve.	Move and use equipment safely, demonstrating awareness of space and others.

PHYSICAL EDUCATION CURRICULUM IMPLEMENTATION





We design our curriculum so that it reflects our core values, individual school context and the needs of our children, as well as delivering the statutory requirements of the Early Years Foundation Stage Framework (EYFS) and the National Curriculum. We have made deliberate curriculum choices driven by our curriculum intent.

Learning will be planned and delivered through:	Quality First Teaching (QFT) with appropriate challenge and support	Active and hands-on learning through concrete, pictorial & abstract experiences, inside and outside	Consistent pedagogical approaches based upon Rosenshine's principles of effective instruction (Crookham Toolkit)	Rich oracy opportunities for formal and informal talk	Engaging hooks, carefully planned learning journeys, enrichment and purposeful outcomes	Ordinarily Available Provision (OAP) which meets individual needs
Learning Animals (BLP 4 Rs)	Reflective Owl Reflectiveness		Resourceful Squirrel Resourcefulness	Tough Tortoise Resilience		Team Ant Reciprocity

Physical Education Vision

Learning will be organised through	Early Years Foundation Stage (EYFS)					
	Physical development, Communication and Language					
	National Curriculum (KS1)					
	Physical Education Subject Content					
	Ball skills	Gymnastics & Dance	Team Games	Athletics		
	Physical Education Disciplinary Knowledge The disciplinary knowledge and skills needed to work as an athlete:					
	Fundamental Movement Skills	Cooperation and Teamwork	Physical Control and Coordination	Self-Reflection and Resilience		
	<i>Run with control and change direction safely in a game. Jump and land with balance in gymnastics. Throw and catch a ball with increased accuracy. Balance on different body parts or equipment. Link movements together smoothly in a sequence.</i>	<i>Take turns fairly in a small-sided game. Pass a ball to a teammate rather than keeping it. Encourage others during team challenges, Listen to and follow simple game rules. Work with a partner to create a short dance or movement sequence.</i>	<i>Move safely in shared spaces without bumping into others. Control a ball using hands or feet. Start and stop on command. Change speed, level or direction when instructed. Use equipment (bats, hoops, beanbags) with increasing accuracy.</i>	<i>Talk about what they did well after a task. Try again after not succeeding the first time. Accept feedback from an adult or peer. Suggest how they could improve their balance or throw. Show perseverance when learning a new skill.</i>		
	Physical Education Subject Threads These are key threads that run through our Physical Education curriculum, they are:					
	Active Lifestyle	Fundamental Movement	Teamwork and Respect	Resilience	Health and Wellbeing	Safety

Physical Education Vision

Our School specific components	 <p>Crookham C.E Aided Infant School</p> <p>Crookham Toolkit (‘How we teach here’)</p>	 <p>School Library Service</p>	 <p>Oracy Approaches</p>		
	<p>Get Set 4 PE</p> 	<p>Opportunities Sports Day District Sports Participation in District activities. Exposure to specific sports by taught by external experts (skipping, tennis, etc.) Sports festivals (gymnastics, tennis, football)</p>			
CURRICULUM IMPACT					
MEASURING IMPACT					
We draw together evidence from a variety of sources in order to evaluate how well children have learned, remembered and applied the intended knowledge, skills and attributes. These include:					
Reception Baseline Assessment and EYFS outcomes		Summative Assessment			External validation and inspection reports
Observations of children in various aspect of school life	Governing monitoring evidence	Stakeholder Questionnaires	Learning Walks & Lesson Observations		Pupil conferencing

Physical Education Vision

Skills Development Map

	Dance	Games	FMS	Gym & Health	Learning Habits
Year R	<p>Copy basic body actions and rhythms.</p> <p>Choose and use travelling actions, shapes and balances.</p> <p>Travel in different pathways using the space around them.</p> <p>Begin to use expression with guidance.</p> <p>Begin to count to music.</p>	<p>Drop and begin to catch with two hands.</p> <p>Move a ball using our hands feet.</p> <p>Throw and roll a variety of objects.</p> <p>To attempt to stop a large ball sent to them using hands</p> <p>To attempt to stop a large ball sent to them using feet.</p> <p>Hit a ball with hands.</p> <p>Run and stop when instructed.</p> <p>Move around beginning to show awareness of others.</p> <p>Make simple decisions in response to a situation.</p>	<p>Run and stop with some control.</p> <p>Explore skipping as a travelling action.</p> <p>Jump and hop with bent knees.</p> <p>Throwing objects into space.</p> <p>Balance whilst stationary and on the move.</p> <p>Change direction at a slow pace.</p> <p>Explore moving different body parts together.</p>	<p>Create shapes showing a basic level of stillness using different parts of their bodies.</p> <p>Begin to take weight on different body parts.</p> <p>Show shapes and actions that stretch their bodies.</p> <p>Copy and link simple actions together.</p> <p>To safely climb on and off of gymnastic equipment.</p> <p>To explore different ways to use gymnastic equipment.</p>	<p>Follow simple instructions.</p> <p>Share their ideas with others.</p> <p>Explore activities making own decisions in response to a task.</p> <p>Make decisions about where to move in space.</p> <p>Follow a path.</p> <p>Begin to identify personal success.</p> <p>Take turns.</p> <p>Learn to share equipment with others.</p> <p>Share their ideas with others.</p> <p>Try again if they do not succeed.</p> <p>Practise skills independently.</p>

Physical Education Vision

					<p>Confident to try new tasks and challenges.</p> <p>Begin to identify personal success.</p> <p>Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping.</p> <p>Begin to provide simple feedback saying what they liked or thought was good about someone else's performance.</p>
Year 1	<p>Copy, remember and repeat actions.</p> <p>Choose actions for an idea and different stimuli.</p> <p>Begin to understand and use changes of direction, speed and levels with guidance.</p> <p>Use expression in their movement.</p> <p>To choreograph and develop a short dance routine with guidance.</p>	<p>Drop and catch a ball after one bounce.</p> <p>Move a ball using different parts of the foot.</p> <p>Throw and roll an object towards a target with some varying techniques.</p> <p>Kick towards a stationary target.</p> <p>Catch a beanbag and a large-sized ball.</p>	<p>Attempt to run at different speeds.</p> <p>Begin to link running and jumping movements with some control.</p> <p>To jump, leap and hop.</p> <p>Show some control and balance when travelling at different speeds.</p> <p>Begin to show balance and co-ordination</p>	<p>Perform balances making their body tense, stretched and curled.</p> <p>Take body weight on hands for short periods of time.</p> <p>Demonstrate poses and movements that challenge their flexibility.</p> <p>Remember, repeat and link simple actions together.</p>	<p>Follow instructions.</p> <p>Begin to work with a partner and a small group.</p> <p>Understand the rules of the game and suggest ideas to solve simple tasks.</p> <p>Copy a simple diagram/map.</p> <p>Identify own and others' success.</p>

Physical Education Vision

	<p>To perform a short routine to their peers.</p> <p>To begin to use mirroring and unison with a partner.</p> <p>Begin to use counts.</p>	<p>Attempt to track balls and other equipment sent to them.</p> <p>Strike a stationary ball using a racket.</p> <p>Run, stop and change direction with some balance and control.</p> <p>Recognise space in relation to others.</p> <p>Begin to use simple tactics with guidance.</p>	<p>when changing direction.</p> <p>Use co-ordination with and without equipment</p>	<p>To safely dismount gymnastic equipment and jump from height.</p> <p>To use gymnastic equipment as part of a routine/pose.</p>	<p>Encourage others to keep trying.</p> <p>Talk to a partner about their ideas and take turns to listen to each other.</p> <p>Work with a partner and small group to play games and solve challenges.</p> <p>Show determination to continue working over a longer period of time.</p> <p>Determined to complete the challenges and tasks set.</p> <p>Explore skills independently before asking for help.</p> <p>Confident to share ideas, contribute to class discussion and perform in front of others</p>
<p>Year 2</p>	<p>Copy, remember and repeat a series of actions.</p> <p>Select from a wider range of actions in relation to a stimulus.</p>	<p>To begin to dribble a ball on the move.</p> <p>Dibble a ball using your feet and stopping it when required.</p>	<p>Show balance and coordination when running at different speeds.</p> <p>Link running and jumping movements</p>	<p>Perform balances on different body parts with some control and balance.</p> <p>Take body weight on different body parts,</p>	<p>Follow instructions accurately.</p> <p>Work co-operatively with a partner and a small group, taking turns and listening to each other.</p>

Physical Education Vision

	<p>Use pathways, levels, shapes, directions, speeds and timing with guidance.</p> <p>Use mirroring and unison when completing actions with a partner.</p> <p>Represent a character through actions and expression.</p> <p>Use counts with help to stay in time with the music.</p> <p>To choreograph and develop a dance routine for a stimulus in a pair/group.</p> <p>To teach/instruct others on their dance/routine.</p> <p>To take inspiration from dances around the world.</p>	<p>Throw and roll an object towards a target using varying techniques with some success.</p> <p>Show balance when kicking towards a target. Catch an object sent to them, with and without a bounce.</p> <p>Move to track a ball and stop it using hands and feet with limited success.</p> <p>Strike a moving ball using a racket/bat.</p> <p>Run, stop and change direction with balance and control.</p> <p>To understand the basics of attacking and defending.</p> <p>Use simple tactics.</p>	<p>with some control and balance.</p> <p>Show hopping and jumping movements with some balance and control.</p> <p>Change technique to throw for distance. Show control and balance when travelling at different speeds.</p> <p>Demonstrates balance and co-ordination when changing direction.</p> <p>Perform actions with increased control when co-ordinating their body with and without equipment.</p>	<p>with and without apparatus.</p> <p>Demonstrate increased flexibility and extension in their actions.</p> <p>Choose actions that flow well into one another both on and off apparatus.</p>	<p>Try different ideas to solve a task. Follow and create a simple diagram/map. Understand when a challenge is solved successfully and begin to suggest simple ways to improve.</p> <p>Encourage others to keep trying. Talk to a partner about their ideas and take turns to listen to each other. Work with a partner and small group to play games and solve challenges.</p> <p>Show determination to continue working over a longer period of time. Determined to complete the challenges and tasks set. Explore skills independently before asking for help. Confident to share ideas, contribute to class discussion and perform in front of others</p>
--	---	--	--	--	---

Physical Education Vision

					<p>Make decisions when presented with a simple challenge. E.g. move to an open space towards goal. Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus. Provide feedback beginning to use key words from the lesson.</p>
--	--	--	--	--	---