

Physical Education (PE) - Intent, Implementation, and Impact Statement

Intent

At Bampton CE Primary and Nursery School teachers plan Physical Education (PE) lessons that meet the aims of the EYFS framework and the national curriculum. Bampton CE Primary School believes that PE, experienced in a safe and supportive environment, is essential to ensure children attain optimum physical and emotional development and good health. We intend to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical education and in developing life skills. We want to teach children skills to keep them safe such as being able to swim. 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. Our curriculum, using Get Set 4 PE for our SOW and lesson plans will ensure that children are given a wealth of opportunities to develop their physical as well as developing the whole child.

Implementation

Early Years Foundation Stage

- Physical Education is included within the **Physical Development** area of learning and development. It is also included in the following areas of learning and development: **Personal, Social & emotional Development & Expressive Arts & Design**.
- Each term, opportunities are planned for children to develop their skills in order for children to meet age-related and end of year expectations (Early Learning Goals – ELGs). Units from the **GetSet4PE** Programme of Study is used in the Reception Year.

Birth to 3

Physical Development:

- Lift their head while lying on their front.
- Push their chest up with straight arms.
- Roll over: from front to back, then back to front.
- Enjoy moving when outdoors and inside.
- Sit without support.
- Begin to crawl in different ways and directions.
- Pull themselves upright and bouncing in preparation for walking.
- Reach out for objects as co-ordination develops.
- Pass things from one hand to the other. Let go of things and hand them to another person, or drop them.
- Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.
- Clap and stamp to music.
- Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.
- Enjoy starting to kick, throw and catch balls.
- Build independently with a range of appropriate resources.
- Begin to walk independently – choosing appropriate props to support at first.
- Walk, run, jump and climb – and start to use the stairs independently.
- Spin, roll and independently use ropes and swings (for example, tyre swings).
- Sit on a push-along wheeled toy, use a scooter or ride a tricycle.
- Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
- Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.
- Start eating independently and learning how to use a knife and fork.
- Develop manipulation and control.
- Explore different materials and tools.

Expressive Arts & Design:

- Show attention to sounds and music.
- Respond emotionally and physically to music when it changes.
- Move and dance to music.
- Start to make marks intentionally.
- Manipulate and play with different materials.

3 & 4 Year Olds**Physical Development:**

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.

Personal, Social & Emotional Development:

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.

Expressive Arts & Design:

- Respond to what they have heard, expressing their thoughts and feelings.

Reception**Physical Development:**

- Revise and refine the fundamental movement skills they have already acquired: rolling, running, crawling, hopping, walking, skipping, jumping & climbing.
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.
- Develop overall body strength, balance, coordination and agility.

Personal, Social & Emotional Development:

- Manage their own needs - personal hygiene.
- Know and talk about the different factors that support overall health and wellbeing: regular physical activity.

Expressive Arts & Design:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Explore and engage in music making and dance, performing solo or in groups.

Primary Phase

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.
<p>Swimming and water safety</p>	
<p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations. 	

- PE at Bampton CE Primary School provides challenging and enjoyable learning through a range of sporting activities including; invasion games, net & wall games, strike and field games, gymnastics, dance, swimming, yoga and outdoor & adventure.
- The long-term plan sets out the PE units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met.
- Pupils participate in two high quality PE lessons each week. In addition, children are encouraged to participate in additional opportunities which support not just physical education but also by building physical activity into the school day and after school opportunities (e.g. Active Blasts, Active Lunch times and Active Families).
- We provide equipment at playtimes and lunchtimes (including a trim trail and use of substantial grounds) to help meet the government target of all children being active for at least 60 minutes a day.
- Progression documents ensure that fundamental movement skills, understanding space, safety, using equipment, understanding principles of attack and defence and using simple tactics are developed in EYFS and KS1. By KS2, they further develop their skills by applying them into different situations and activities.
- Each unit taught is sequenced to build on skills either lesson by lesson or by difficulty. The learning is sequenced so that children can explore and develop a skill and then apply it to a game, sequence or choreography.
- The STEP (Social, Thinking, Emotional and Physical) principle ensures that children are suitably challenged. Key vocabulary ensures accuracy in the use of language in discussion, explanation and feedback.
- The well-being resource 'Get Set 4 Life' includes resources, tools and activities we can all use, building them into our routines early on so that children can learn what works for them as well as when and how to use them; creating a growing bank of life tools to positively impact our well-being.
- Children are invited to attend competitive sporting events within the local area. All year groups have opportunities to access partnership events: competitions, tournaments and festivals. This is an inclusive approach which endeavours to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by the children. Partnership events also aid transition to secondary school.
- Each year, Year 6 children are invited to become Sports Leaders for the school. They develop into sporting role models for the younger children, assisting with lunch-time clubs, our annual Sports day and any other Sporting activities. They prepare and lead an event in the summer term for younger children.
- In Year 6, children have the opportunity to experience a three-day residential to Pioneer to experience a wide variety of Outdoor and Adventurous Activities.
- Children participate in workshops throughout the year, again providing the children with an opportunity to develop, improve their fitness and to try something new.

- Children in KS2 attend swimming lessons for a minimum of 5 weeks each academic year. We offer further sessions in Year 6 for any children that are still unable to swim 25m.

Impact

'My Reporting' tool on Get Set 4 PE is used to track progress and monitor impact of our PE Curriculum. We help motivate children to participate in a variety of sports through quality teaching that is engaging and fun. From our lessons, our children learn to take responsibility for their own health and fitness, many of whom also enjoy the success of competitive sports. We equip our children with the necessary skills, a love of sport and an understanding of the benefits of being physically active. We aim for them to grow up to live happy and healthy lives utilising the skills and knowledge acquired through PE. We want all children to be able to swim 25m and know essential water safety skills by the time they leave primary school.

Children in Reception will be assessed against the Early Learning Goals at the end of the Early Years Foundation Stage.