



Learning happily together

P.E.

Subject Intent

At Lowe's Wong Infants we recognise that PE is an important aspect of the children's school life allowing them to increase their confidence and resilience as they move from Early Years into Year Two. We encourage children to show mutual respect towards each other and to have a positive attitude towards this subject.

We aim to instil a love of exercise and desire to lead a healthy life through providing varied PE lessons across the three pillars of the curriculum; motor competence, rules, strategies and tactics; and healthy participation. These are fundamental to pupils being able to participate in daily activities, in all aspects of their lives, as well as in play and physical activity. Pupils are provided with opportunities to practise these competences, as well as to give and receive feedback about how to improve.

Children will be persistent in developing their skills and techniques in order to maximise their potential and progress. They will be taught to adapt their bodies to the activity and will use their imagination and creativity to allow them to develop an enjoyment of PE. Children will learn to work independently, in small groups and as a class.

Physical Education promotes an understanding of how our bodies change during exercise and how to maintain a healthy lifestyle. As well as engaging in the active side of PE, children will learn why certain activities are in place (e.g., warm up & cool down), and will notice the effects of these on their bodies. Children will also learn how they can maintain a healthy lifestyle, understanding that diet is just as important as exercise. We want children to develop enthusiasm for this subject by engaging in festivals with other schools as well as benefitting from sessions with specialist coaches.

At Lowe's Wong Infants School, Physical Education is accessible for all learners, making sure that every child has the opportunity to take part in physical activity and we meet the needs of everyone regardless of their age or ability.

Subject Implementation Plan

Timetabling

Each week, all children have up to an hour of PE with their class teacher and an hour with a skilled sports coach. Our sports coach ensures that children engage in a variety of sports and develop skills which are suitable for their key stage. Our PE planning ensures that children cover two sporting disciplines each term and are encouraged to join in a varied range of extra-curricular activities. These are held before school (FunFit), lunchtime (tennis, country dancing, football) and afterschool (football) to make sure all children have an opportunity to take part.

In EYFS physical development opportunities are continually provided during 'Explore and Investigate' activities (child-initiated time) both in the classroom and outside in the courtyard.

How PE is taught

In EYFS, PE is delivered through planned, purposeful play and through a mix of adult-led and child-initiated activities, following the guidance given in the Physical Development: Gross Motor strand of Development matters, supporting the children to work towards achieving the Early Learning Goals.

In KS1, the National Curriculum is followed through well-structured sequences of learning in blocks of teaching that are linked to the Enquiry Theme. Curriculum content includes Ball skills, Games, Dance, Gymnastics and Athletics.

Resources

Resources are kept in the PE cupboard in the hall. There are resources for each discipline. There is also storage by the all-weather pitch for regularly used resources.

Marking, feedback and assessment

Ongoing assessments of the children's knowledge and skills to be observed by the class teacher. In EYFS annotated photographs are used to show the children's understanding. Feedback will be verbal, and at the point of discussion, staff use this opportunity to move the learning forward in the moment. Foundation Stage teachers use observations and discussions with the children to complete a data drop at the end of each term on Scholarpack. The data for ELG 6 "Gross motor" will be monitored by the PE Lead and findings shared with staff.

In KS1 formative assessments of pupils' learning are made and assessed through observations. These assessments contribute to a summative judgement at the end of each term against the PE curriculum statements and recorded in the Excel Assessment tracker.

Recording work

A clear learning objective should be shown in the planning. Work can be evidenced using display, photos and in floor books. End of unit performances (i.e. in Dance or Gymnastics) could be recorded and saved in class folders.

Learning Environment

Each class will have a hall time, a time on the All-Weather Pitch, and a Ball Skills lesson (the hall and All-Weather Pitch will both be timetabled for Ball Skills slots to allow for the weather). Health and Safety should be of paramount importance when doing PE. The children should have a PE kit, shorts and T-shirt when indoors and leggings, t-shirt, jumper and trainers when outdoors. Children should not wear any jewellery for PE (even stud earrings should be removed or taped up), long hair must be tied back. When using equipment, children need to be shown how to put out and put away equipment safely.

Equality and Diversity

Through the use of a range of appropriately adapted resources, teaching aids, and pedagogy, all children have equal access to the PE Curriculum.

Curriculum Enrichment

PE is taught in line with other subjects such as PSHE, Science and Maths. Children also have daily access to milk, fresh water and free fruit making sure we are encouraging a healthy, balanced diet.

Children's experiences will also be enriched through opportunities for outdoor and adventurous activities; EYFS pupils regularly have outdoor 'Muddy Explorers' sessions. The children in Year 2 are given the opportunity to attend a residential trip to Sherwood Pines to participate in outdoor adventurous activities.

There are daily PE interventions (FunFit) taking place, focusing on the physical, social and mental wellbeing of those children.

SEND

All children have equal access to the PE Curriculum through quality first teaching. Support is given where required to ensure all children can participate in a broad and varied curriculum as part of an adaptive teaching strategy.

Some examples of this are:

Allow sufficient time for the children to talk through and share their ideas (with an adult when available or through talk-partners)

Discuss and display key vocabulary together with its meaning in the classroom - practise saying it together and refer to it regularly during the lessons.

Use visual aids where appropriate to help learners to identify equipment, materials and products. Introduce each piece of equipment – name it, explain what it does, and model how it can be used or applied.

Take time to model and demonstrate each element of a process to allow learners to develop their understanding through a step-by-step approach. Repetition of the process is required to maximise the capacity to build up conceptual understanding. Allow for movement breaks for those who have additional sensory needs or struggle with attention to give them time to self-regulate. These learners could be given jobs such as handing out resources.

Use alternative methods to record children's knowledge.

Additional adults may be used to provide scaffolding if appropriate.

Behaviour

During learning inputs and instruction, children should demonstrate good sitting by keeping still and not touching the equipment until asked. Children should demonstrate good looking by looking at the member of staff. They should demonstrate good listening by being quiet, listening to instructions and exposition as well as joining in with class discussions and noting what their peers say. Children will be taught how to use equipment sensibly and how to look after the equipment. Depending on the PE activity, teachers will use the visual prompt cards – Talking Turtles, Whispering Whales and Silent Snails to determine the level of noise for a particular activity. Good behaviour will be rewarded in line with the school's behaviour policy.

It is expected that teachers will respond to any misbehaviour promptly during PE lessons by following the school's agreed behaviour policy of reminders, warnings, time for reflection and time outs.