

Mundeford Community Infants School



SUBJECT MAPPING – PHYSICAL EDUCATION

The National Curriculum says:

Purpose of study

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.

Aims

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

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be 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.

How do we bring this to life?

- We use REAL PE as our scheme of work for the discrete teaching sessions of PE which ensures progression in fundamental skills and physical literacy.

As a school we actively encourage children to take part in sports and competitions and have opportunities for children to take part in these both at school and through our local cluster.

- Sports day
- Mini-Marathon
- Christchurch School Sport Partnership
- Daily EYFS active time
- Outdoor continuous provision
- Extra-curricular opportunities e.g. after school football, dance, rugby, multi-skills, lunchtime football club

- In house competitions e.g. half term cycling
- Cross-curricular links – PSHE, D&T (Healthy Eating / Lifestyles)
- Visiting coaches offering sports specific enrichment sessions – e.g. Chance to Shine Cricket

Knowledge Acquiring – explore, find out, discover, research, understand

- Children explore a range of skills and movements gradually progressing through the Real PE units of work.
- Children will explore various ways of moving and use these to further develop fundamental movements required for core stability and gross motor skills.
- Children will understand and explain the link between these fundamental movements and how this will help them actively engage in a variety of sports.
- Children will have a good understanding about the need for a healthy diet and regular exercise and how this contributes to a healthy lifestyle.
- They will be given time to consolidate and improve skills as well as be able to demonstrate advanced skills which may inspire others to challenge themselves further.

Skills Development – problem solve, justify, reason, evaluate, practise

The 'real PE' programme is based on a holistic approach, centred around the Multi-Ability cogs / six cogs (Personal, Social, Cognitive, Creative, Applying Physical, Health and Fitness) which recognise the key abilities children need to be successful both within PE and Sport and across the curriculum. Each fundamental movement skill (balance, coordination and dynamic balance to agility) has six progressive coloured levels. They experience a progressive programme that builds on, challenges and supports the development of fundamental skills at all ages, stages and abilities.

Sequence of Learning – When and how do we facilitate this learning for PE in our school?

| EYFS | Key Stage 1 |
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| <p>Children in Reception engage in a daily twenty five minute active time session primarily focussing on gross motor development using the core structure of Real PE. Through engaging themes linked to stories and songs children will develop their strength, balance and coordination. Children engage in activities that encourage participation, negotiating space and obstacles showing consideration for themselves and others. Children have exposure to the progressive fundamental skills and are supported to access appropriate levels. Children use Storycise and storymaker to actively engage in storytelling activities that provide further opportunities to develop fundamental skills.</p> <p>Continuous provision in the outside learning environment provides opportunities for children to develop fundamental movement skills linked to gross motor development. Children work collaboratively using small sports equipment including tricycles, basketballs, footballs, balance beams.</p> <p>Children engage in daily fine motor provision through funky fingers activities to support accuracy and strength in using tools for a purpose. E.g. scissors, mark making and cutlery.</p> | <p>Children in Key Stage 1 engage in two PE sessions a week, consisting of a one hour session and a half an hour session. The one-hour session follows the format outlined in Real PE (warm up, skills, skill application, review) and is underpinned by the principles of the six cogs. Sessions provide opportunities for children to practise and develop different skills. Children have exposure to the progressive fundamental skills and are supported to access appropriate levels. They apply these skills through games or short performances. Through self-assessment and peer assessment children evaluate the skills they are developing against the success criteria. The weekly half an hour session follows on from the previous learning and allows the children time to practise and develop the skills that they are focussing on. Children are encouraged to self and peer assess and discuss the specific elements that can help them be successful. Through Scarf sessions children are taught the importance of healthy lifestyle choices including healthy food choices and regular exercise. Children have access to the trim trail, tyre park and football pitch during playtimes and lunchtimes.</p> <p>As part of our engagement with sports groups in the local community children are offered enrichment experiences led by visiting coaches to support them to understand and experiences different types of sport.</p> <p>In year two during the Food Glorious Food project children complete an investigation into the impact of exercise and a healthy diet to explore the importance of exercise and diet as part of a healthy lifestyle.</p> |

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| Through Scarf sessions children are taught the importance of healthy lifestyle choices including healthy food choices and regular exercise. | |
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| Aims of a child leaving our school | |
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| Children will leave Mudeford Infants with a willingness to take part in a range of physical activities and can demonstrate a good understanding of the benefits of a healthy lifestyle and the role that exercise and a balanced diet plays within this. They will demonstrate a positive attitude towards participation and self-challenge. Children will have learnt progressive skills through a range of physical activities and the principles of the six cogs that promote their own self-belief, social skills, creativity, resilience and empathy. | |
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