



# Intent, Implementation & Impact Report for Physical Education (PE)

## Intent

Harnham Infant School believes that Physical Education (PE) is extremely important for the children's journey at our school. We believe in ensuring that all children are experiencing a safe and supportive environment to ensure optimal physical and emotion well-being. We intend to deliver high-quality teaching and learning opportunities from EYFS to Year 2, these high quality learning experiences will allow children to succeed in physical education and develop crucial life skills needed.

We ensure all children are willing to practice and take part in different activities alone, in small groups and in teams, applying skills throughout. Physical Education at Harnham Infant School will develop pupil's physical literacy skills and allows them to learn the importance of a healthy lifestyles, self-expression, decision making and social skills. Our children will know how to collaborate and cooperate as part of an effective team, understanding fairness and equality of play to embed life-long values.

Our curriculum is inclusive and allows all children to access a range of physical activities that allow the improvement of wellbeing and fitness at Harnham Infant School, through the sporting skills taught but also through the underpinning values and disciplines that PE promotes.

## Implementation

- PE at Harnham Infant School includes sporting activities which are gymnastic, dance, invasion games, net and wall games and striking and fielding games.
- The long term curriculum overview sets out specific skills and vocabulary each year group is required to teach.
- Pupils participate in one high quality teaching lesson a week, covering one sporting discipline at a time each half term. Pupils gain an additional 30 minutes high quality teaching of a second sporting discipline. In addition, children are engaged in 1 Forest School slot every week (led by class teacher).
- Year 2 children are invited to join the 'Playground Squad' where they can lead sporting activities on the playground at lunchtimes.
- Children participate in a variety of workshops throughout the year. For example, fencing, athletics, hula hoop, circus skills. This may change each year depending on topic.
- Staff are often given opportunities to take part in internal or external CPDs to ensure high quality provision is continuous.
- Early years children have access to an outside area where they can develop gross and fine physical development skills every day.

- All progression documents are found on our online scheme in which teachers can access to ensure progression is taking place.

Physical Education

Curriculum Map

Key Stage 1

Harnham Infant School

		AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
Year 1	Physical Education	<p><b>Fundamentals</b> Balancing, sprinting, <u>joggin</u>, dodging, jumping, hopping, skipping</p> <p><b>Ball Skills</b> Rolling, kicking, throwing, catching, bouncing, dribbling</p>	<p><b>Gymnastics</b> Travelling actions, shapes, balances, jumps, carrel roll, straight roll, teddy bear roll</p> <p><b>Sending and Receiving</b> Rolling, catching, throwing, catching, tracking</p>	<p><b>Invasion</b> Throwing and catching, kicking, dribbling with hands and feet, dodging, finding a space</p> <p><b>Fitness</b> Running, co-ordination, stamina, strength, agility, balance</p>	<p><b>Dance</b> Travel, copying and performing actions, using shape, balance, coordination</p> <p><b>Team Building</b> Balancing, travelling actions, communication</p>	<p><b>Net and Wall</b> Throwing, catching, hitting a ball, tracking a ball</p> <p><b>Yoga</b> Stretching, breathing</p>	<p><b>Striking and Fielding</b> Throwing, catching, retrieving a ball, tracking a ball, striking a ball</p> <p><b>Athletics</b> Running at varying speeds, agility, balance, jumping, hopping and leaping in combination and for distance, throwing for distance</p>
		<p><b>Fundamentals</b> Balancing, sprinting, <u>joggin</u>, dodging, jumping, hopping, skipping</p> <p><b>Ball Skills</b> Rolling, kicking, throwing, catching, bouncing, dribbling, tackling</p>	<p><b>Gymnastics</b> Shapes, balances, shape jumps, travelling movements, barrel roll, straight roll, forwards roll</p> <p><b>Sending and Receiving</b> Rolling, kicking, throwing, catching</p>	<p><b>Dance</b> Travel, copying and performing actions, using dynamics, pathway, expression and speed</p> <p><b>Team Building</b> Balancing, travelling actions, communication, jumping</p>	<p><b>Invasion</b> Throwing and catching, kicking, dribbling with hands and feet, dodging, finding space</p> <p><b>Fitness</b> Running, co-ordination, stamina, strength, agility, balance</p>	<p><b>Striking and Fielding</b> Throwing and catching, tracking a ball, bowling, batting</p> <p><b>Athletics</b> Running at different speeds, jumping for distance, throwing for distance</p>	<p><b>Net and Wall</b> Throwing, catching, racket skills, ready position, hitting a ball</p> <p><b>Yoga</b> Stretching, breathing</p>

Physical Education

Curriculum Map

Early Years Foundation Stage

Harnham Infant School

	Autumn Term	Spring Term	Summer Term
Characteristics of Effective Learning	<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>Gymnastics, Dance, Simple Games and Fundamentals</li> </ul>		
	<p><b>Playing and exploring - engagement</b> Finding out and exploring Playing with what they know Being willing to 'have a go</p>	<p><b>Active learning - motivation</b> Being involved and concentrating Keeping trying Enjoying achieving what they set out to do</p>	<p><b>Creating &amp; thinking critically - thinking</b> Having their own ideas Making links Choosing ways to do things</p>
Area of learning	<p>Areas of learning - <b>Physical Development</b> <u>Gross motor skills</u></p>		<p><b>Expressive Arts and Design</b> <u>Being imaginative and expressive</u></p>
Aspects	<p><b>Birth to three</b> - Enjoy starting to kick, throw and catch balls. - Walk, run, jump and climb - start to use stairs independently. - Develop manipulation and control</p> <p><b>Three and four year olds</b> - Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. - Skip, hop, stand on one less and hold a pose for a game. - 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 movements which are related to music and rhythm.</p> <p><b>Children in Reception</b> Revise and refine the fundamental movements skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. - Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE session sessions e.g. dance, gymnastics and swimming. - Combine different movements with fluency and ease. - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p><b>Early Learning goal</b> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>		
Development Statements	<p><b>Birth to three</b> - Show attention to sounds and music. - Respond emotionally and physically to music. - Move and dance to music</p> <p><b>Three and four year olds</b> - Listen with increased attention to sound - Respond to what they have heard through expressive their thoughts and feelings.</p> <p><b>Children in Reception</b> - Create collaboratively, sharing ideas, resources and skills - Listen attentively, move to and talk about music, expressing their feelings and responses. - Explore and engage in music making and dance, performing solo or in groups.</p> <p><b>Early Learning goal</b> Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>		
	<p>Please also refer to Prime Areas of Learning - <b>Communication and Language, Personal, Social and Emotional Development</b> and <b>Physical Development</b>, which underpin all learning.</p>		
Unit Overview	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>
	Introduction to PE	Dance	Gymnastics
	<b>TERM 4</b>	<b>TERM 5</b>	<b>TERM 6</b>
	Fundamentals	Ball Skills	Games

## Impact

At Harnham Infant School, we ensure we motivate children to participate in all PE lessons through quality first teaching that is engaging and fun. We feel it is so important to equip our children with the necessary skills and love for sport that they can carry on into the future.

Teachers will assess children at the end of each lesson against the learning objective and success criteria from the current scheme to see if they are meeting the standard of PE we feel is required in. In Early years we also assess against Development Matters.

We ensure all children know they have a voice in PE lessons to give feedback to others, to ensure they ask for help and for advice.

They will hopefully grow up to live happy and healthy lives utilising the skills and knowledge acquired through PE.