



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 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. In addition, children are engaged in the Golden Mile, which they complete every day to ensure children are active for at least 60 minutes a day and 1 Forest School slot every week (Year 1/2 led by designated forest school lead, EYFS led by class teachers).
- 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.

	Speed, Agility, Travel	Body Management	Manipulation and Coordination	Cooperate and Solve Problems	Gymnastics	Dance
EYFS	Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. Children dance and experiment with ways of changing it. Children know the importance for good health of physical exercise, and a healthy diet, they talk about ways to keep healthy and safe. They manage their own basic personal needs successfully, including dressing.					
	Control speed and direction in running games. Navigate obstacle courses.	Begin to balance self and objects. Understand the basic changes exercise cases in the body	Move and control objects like beanbags, balloons and balls.	Cooperate and solve problems with a partner and in a group.	Perform and link simple gymnastic movements.	Create short dance sequences.

	Run, Jump, Throw	Hit, Catch, Run	Send and Return	Attack, Defend, Shoot	Gymnastics	Dance	Teamwork
Year 1	Can start and stop at speed, run in straight lines using a variety of speeds. Attempt a variety of jumps, taking off and landing on different foot combinations. Handle and throw a variety of different objects and attempt to throw for distance. Copy and repeat basic	Catch a medium sized ball thrown over a short distance. Intercept, receive and stop a beanbag and a medium sized ball with some consistency. Track balls and other equipment sent to them, moving in line with the ball to collect it. Run between bases to score points.	Able to send an object with increased confidence using hand or bat. Chase, stop and control balls and other objects such as beanbags and hoops.	Begin to engage in competitive activities. Roll, slide or throw a beanbag or ball with accuracy. Bounce a medium sized ball to self and attempt to bounce to others. Attempt to intercept and catch a thrown ball.	Safely move and carry basic gym equipment such as mats and benches. Recognise like actions and link them together. Perform simple gymnastic actions and shapes. Remember and perform a simple sequence using rolling, travelling, climbing,	Perform basic body actions along with music. Use different parts of the body, combine arm and leg actions. Perform with an awareness of body shape required. Remember and repeat simple	Participate as part of a team to compete in running relays. Work collaboratively to score points showing encouragement and support. Work with a partner. Play cooperatively in a game situation.

	<p>movements for extended periods of time developing stamina. Demonstrate some core strength to hold a variety of shapes and positions. Move a variety of objects quickly showing a range of techniques. Develop agility and coordination skills to competently take part in a range of activities.</p>	<p>Retrieve and return a ball to a base.</p>			<p>balancing and jumping. Make their body tense, relaxed, stretched and curled. Perform in unison and canon. Move on, off and over object with confidence.</p>	<p>movement patterns. Move with control and show spatial awareness. With help, compose a basic movement phrase.</p>	<p>Communicate with a partner to create a short sequence.</p>
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Year 2	<p>Develop power, agility, coordination and balance over a variety of activities. Can throw and handle a variety of objects including quoits, beanbags, balls and hoops. Can negotiate obstacles showing increased control of body and limbs. Use agility in running games.</p>	<p>Develop hitting skills with a variety of bats. Practise bowling/feeding a ball to other players. Run in a game to score points. Make attempts to catch balls coming towards player in games.</p>	<p>Demonstrate basic sending skills in isolation and small games. Hit a ball using both hand and racquet with some consistency.</p>	<p>Can send a ball using feet. Can receive a ball using feet. Link combinations of skills e.g. dribbling and passing with hands in isolation and combination. Can send a ball using hands. Can receive a ball using hands. Can play in a variety of positions in both defence and attack.</p>	<p>Perform with control and consistency basic actions at different speeds and on different levels. Create and perform a simple sequence. Show contrasts in gymnastics shapes and actions. Work to improve flexibility and strength. Attempt to use rhythm whilst performing a sequence.</p>	<p>Select movements that show a clear understanding of the theme/story/idea of the dance. Show confidence to perform in front of others. Show some sense of dynamic, expressive and rhythmic qualities in their own dance. Use different</p>	<p>Work cooperatively to complete running, jumping and throwing tasks. Consider others when playing games to respect their space and boundaries. Display sportsmanship when competing against others. Show awareness of teammates</p>
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	Apply skills in a variety of activities. Practise to improve skills.				Remember and repeat sequences.	parts of the body in isolation and combination . Perform with control and balance demonstrating coordination . Explore and use basic choreography including levels, speed changes, unison and canon. Move with imagination responding to music. Perform with expression.	and opponents in games. Develop character and maturity to work in close proximity with others. Attempt to work as part of a group to perform a dance. Able to comment on ideas and emotions and how they can be portrayed through dance.
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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 on a termly bases will assess each child at the end of each term to see if they are meeting the standard of PE we feel is required in Year 1 in Year 2 against the national curriculum aims from the tables above. In Early years we 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.