



THE
WESTCLIFFE
FEDERATION

Kinnerley CE Primary Physical Education

Intent, Implementation and Impact



Our knowledge and skills rich curriculum builds from the Early Learning Goals in the EYFS statutory framework and Development Matters to the National Curriculum Objectives for Y1-6. The curriculum makes links with the wider world, advancing the Spiritual, Moral, Social and Cultural development of our learners and growing their understanding of British Values. Our curriculum is delivered as part of cohesive units of work, promoting the School Motto 'Dream, Believe, Aspire, Achieve' and underpinned by our school vision:

To create a school community based on Christian values, in which we strive to foster a love of learning, pride in achievement, and the spiritual and moral compass of our children, equipping them to find their own special place in society and the world. We are inspired by the Bible verse, Philippians 4v8, which encourages us to think and strive for the good, 'Whatever is true...noble...honest...just.... think on these things.'

DfE Vision: All pupils leave primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.

NATIONAL CURRICULUM KEY STAGE 1	NATIONAL CURRICULUM KEY STAGE 2
<p>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.</p> <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 continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <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.	

EYFS PHYSICAL EDUCATION LINKS



This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for PE within the National Curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Two and Three and Three and Four-Year-Olds and Reception to match the programme of study for PE. The most relevant statements for PE are taken from the following area of learning: • Personal, Social and Emotional Development • Physical Development • Expressive Arts and Design

Two and Three year olds	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
	Physical Development	<ul style="list-style-type: none"> • Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. • Begin to walk independently – choosing appropriate props to support at first. • Walk, run, jump and climb – and start to use the stairs independently. • Sit on a push-along wheeled toy, use a scooter or ride a tricycle
	Expressive Arts and Design	<ul style="list-style-type: none"> • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. • Move and dance to music
Three and Four Year olds	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • 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. <p>Remember rules without needing an adult to remind them.</p>
	Physical Development	<ul style="list-style-type: none"> • 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.
	Expressive Arts and Design	<ul style="list-style-type: none"> • Respond to what they have heard, expressing their thoughts and feelings.
Reception	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Manage their own needs. -personal hygiene • Know and talk about the different factors that support overall health and wellbeing: -regular physical activity

	Physical Development		<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> • 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.
	Expressive Arts and Design		<ul style="list-style-type: none"> • 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.
ELG	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing.
		Building Relationships	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others.
	Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> • 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.
	Expressive Arts & Design	Being Imaginative & Expressive	<ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Intent As well as valuing the benefits of being active in general school life, at Kinnerley CE Primary School we strongly believe that all children should have access to a thoroughly planned, progressive physical education programme, which places a real emphasis on developing a wide range of physical competences, while encouraging healthy competition and teamwork.

Through PE, children will:

- participate in a wide range of sports and physical activities;
- develop and apply teamwork skills;
- develop resilience, determination and drive to achieve their best;
- compete in a range of competitive events;
- organise and lead their own activities, events and games, where appropriate;
- develop and model the skills of 'good sportsmanship', including respect for rules and the ability to win or lose gracefully.

Through PE, teachers will:

- model a positive attitude to sports and physical activity;
- encourage active participation and engagement in a range of physical activities;
- seek and embrace opportunities for their own CPD;
- plan and lead a range of regular sporting clubs or other physical activities;
- seek and plan events where children can perform or compete;
- celebrate children's success and personal achievements in sports and physical activity.

Throughout their time at Kinnerley, our teachers strive to equip all children with the necessary skills, knowledge and range of physical experiences to motivate them to lead lifelong active, healthy lifestyles in which they continue their participation in physical activity and sport.

Competition:

We aim to give all children the opportunity to experience competitive sport by planning and participating in regular school-based events such as sports days, inter-school leagues and other local or regional events that are appropriate and available.


Implementation



Our physical education curriculum is carefully planned to include a range of indoor and outdoor based lessons throughout the year and provides a varied and progressive learning programme. All children will receive at least two hours of engaging, high quality and enjoyable physical education lessons per week, as well as taking part in at least half an hour of physical activities per day. Appropriate provision is in place to support a range of learning needs and abilities and ensure positive outcomes for all children. Our teacher led curriculum is based on the Twinkl programme of work for Dance, Gymnastics, Outdoor Adventure, Games, Athletics and Circuit Training. This resource ensures continuity and support for non-specialist teachers.

Planning and assessment is based on the progression documents for each area. A qualified sports coach is employed to deliver units of work through weekly lessons. In addition we utilise other specialist sports coaches, such as for gymnastics, dance, cricket and swimming. This has the added benefit of upskilling our school staff.

We also offer a twice weekly sports club with the external PE coach and other activities where children can develop skills in sports or other physical activities in which they have a particular interest or expertise.



Impact

At Kinnerley School, we ensure that our PE curriculum is inclusive and progressive and allows all children the opportunity to acquire and develop fundamental knowledge, understanding, and skills. Our curriculum is designed so that children are taught a variety of sports and activities throughout their class and there is a progression journey through all of these, so that they can revisit and build on the specific skills they have learned in each. We make our PE lessons fun, enjoyable and challenging, and provide the opportunity for our pupils to achieve to the best of their ability, in a supportive, safe and stimulating environment. We promote being physically active throughout the curriculum and during breaktimes and at after school clubs; through this, our pupils learn how to lead a healthy lifestyle and understand the importance of regular exercise and activity on both their physical and mental health and wellbeing. We aim to promote a love of sport and physical activity, and hope that our pupils will carry this on with them in the future in secondary school and beyond!