



# **PE at St Andrew's CE VA Infant School**

**2021-2022**

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## Timetable

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<b>Real PE Unit 1 Personal</b> Co-ordination & footwork	Nativity	<b>Real PE Unit 3 Cognitive</b> Dynamic balance on a line	<b>Real PE Unit 4 Creative</b> Coordination: ball skills Counter balance with a partner	<b>Real PE Unit 5 Physical</b> Coordination: sending and receiving Agility: reaction and balance	<b>Real PE Unit 6 Health and fitness</b> Agility: ball chasing Static balance: floor work
Year 1	<b>Real PE Unit 1 Personal</b> Co-ordination & footwork	<b>Real PE Unit 2 Social</b> Dynamic balance to agility: jumping and landing Static balance	<b>Real PE Unit 3 Cognitive</b> Dynamic balance on a line	<b>Real PE Unit 4 Creative</b> Coordination: ball skills Counter balance with a partner	<b>Real PE Unit 5 Physical</b> Coordination: sending and receiving Agility: reaction and balance	<b>Real PE Unit 6 Health and fitness</b> Agility: ball chasing Static balance: floor work
	Real Gym Unit 1	Yoga / dance: seasons	Real gym unit 2	Games(Twinkl) attacking and defending unit	Dance (Twinkl) Starry skies /sports day	Games(Twinkl) Invasion games
Year 2	<b>Real PE Unit 1 Personal</b> Co-ordination & footwork	<b>Real PE Unit 2 Social</b> Dynamic balance to agility: jumping and landing Static balance	<b>Real PE Unit 3 Cognitive</b> Dynamic balance on a line and static balance	<b>Real PE Unit 4 Creative</b> Coordination: ball skills Counter balance with a partner	<b>Real PE Unit 5 Physical</b> Coordination: sending and receiving Agility: reaction and balance	<b>Real PE Unit 6 Health and fitness</b> Agility: ball chasing Static balance: floor work

	Real Gym unit 1	Real Gym unit 2	Dance (Twinkl) <b>Toys</b>	Dance (Twinkl) <b>Plants</b>	Maypoling & Sports day	Games (Twinkl) Invasion games
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## **Content of lessons**

### **Real PE, Real Gym & Twinkl dance**

Real gym is taught as a secondary lesson to support the development children's fundamental skills and floor movement patterns as stated in the **National Curriculum 2014**. Real gym follows a very similar format to the Real PE scheme. Twinkl dance helps children to perform basic dances based around themes.

### **Games**

Twinkl Move is used to help children to learn how participate in simple team games using attacking and defending skills. Children learn traditional games; egg and spoon, sack races and throwing to help them to participate in an annual sports day. Year two children have an opportunity to learn how to maypole dance, they learn and practice traditional dances to educate children in British values. In EYFS, staff have used the cosmic yoga videos <https://www.youtube.com/user/CosmicKidsYoga> to help children to learn how to be calm through story telling yoga.

## **EYFS**

Children in the Early Years have access to the EYFS outdoor area on a daily basis to ensure they are taught to master basic physical skills as stated in the **Development Matters Document**. This covers a range of skills including dance, ball skills, climbing over, under and through equipment, jumping and moving confidently in a range of large and small movements. They also have opportunities to develop their motor skills through continuous and enhanced provision within the classroom. The children in the EYFS are taught to understand how to live a fit and healthy life.

Physical development is one of the three prime areas within the **Early Years Foundation Stage** (EYFS). Each prime area is divided into Early Learning Goals, for physical development these are:

- **Moving and handling** - skills enabling children to show good control and coordination in large and small movements. Children are able to handle equipment and tools effectively, including pencils for writing.
- **Health and self-care** - children knowing the importance of good health which includes physical exercise and a healthy diet. Children are able to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

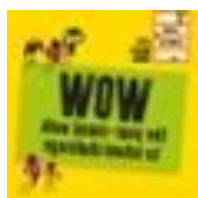
When assessing the Early Learning Goals, Early Years professionals are encouraged to use the exemplification to make accurate judgements:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/360527/ELG04\\_Moving\\_and\\_handling.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/360527/ELG04_Moving_and_handling.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/360528/ELG05\\_Health\\_and\\_self-care.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/360528/ELG05_Health_and_self-care.pdf)

## **Physical Education**

Children are encouraged to not only learn about physical activity during “PE lessons” but consider how they can embrace a healthy lifestyle.



Pupils have been signed up to the Living Streets walking to school initiative. This encourages pupils and parents to travel to school actively. Children record how they have travelled to school each day and if pupils are active at least 3 times a week they gain a monthly badge.

Teachers are encouraged to give children mini-mind breaks this might be through an outside activity or through the website Go Noodle. Go Noodle is a website that offers movement and mindfulness videos to help children to improve their physical and mental health.

Pupils have access to physical activity at playtimes and lunchtimes. The container is full of resources with age-appropriate toys and resources that are set up by the lead midday supervisor. The midday supervisors set up games and ensure that all children are involved and enjoy playtimes. Sports leaders also attend lunchtime sessions, setting up sports activities to help encourage children to participate. Sports leaders assess all children in a range of activities and then are able to allocate support to pupils, especially those that are eligible for FSM (pupil premium) and those with SEND needs. The ‘Daily Mile’ track was installed in 2019, children are encouraged to walk 1km (8 laps) at least once every day to improve the mental and physical wellbeing of pupils.

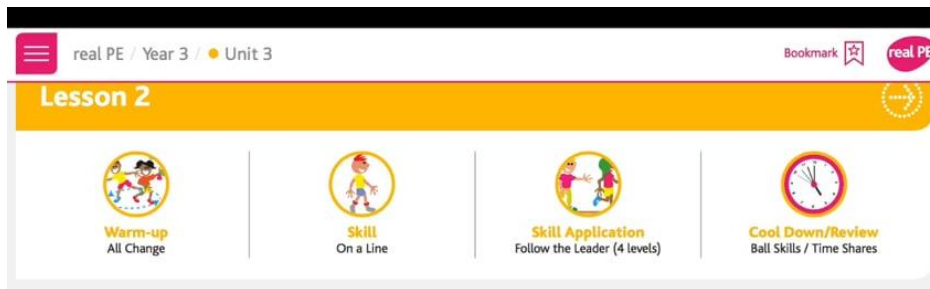
Children are encouraged to make ‘healthy’ food choices for their lunches from their menu cards; all children at St Andrews Infant School are eligible for free school meals due to the Government UIFSM grant. Pupils are provided with a snack at playtimes each day, usually a piece fruit or a vegetable.

## **Planning**

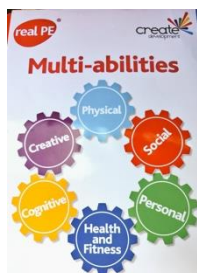
Lesson plans are sourced from the Real PE scheme. PE is taught for two hours each week, at least one lesson is a Real PE lesson as it covers the fundamental skills agility, balance and co-ordination as set out in the **National Curriculum 2014**. The online learning platform

<https://real.jasmineactive.com/> is used to teach the lesson interactively inside and the laminated

cards are used for lessons outside. Lessons are structured; a warm up, skill, skill application and review. Teachers have logins for the online platform and each year groups lesson plans differ in the vocabulary used and the expectations.



The lesson plans are broken down into multi-ability skills and fundamental movements.



1 Multi-ability skills



2 Fundamental skills

Each multi-ability skill is broken down into 'I can statements' and is taught over a six-week period to help children to learn how to work collaboratively, learn sportsmanship skills and participate in competitive sport. The multi-ability skills ensure equal opportunities for **all** and are based on the premise that **all** children can achieve. The fundamental skills are colour coded (yellow, green, red, blue) and get progressively more difficult. Each colour band explains how children can be challenged physically through time, different equipment, movements, time constraints and direction. The online platform explains each component of the lesson and offers suggested resources and video content on the skills.

10 Coordination Footwork



## Assessment

At the start of Real PE units, all children are 'baselined' on both their multi-ability skills and fundamental skills which are recorded in the PE folder. Teachers can use the reflect part of the lesson to create a discussion on what children found difficult/a strength which can then be incorporated within the following lesson. Teachers are encouraged to set up different testing zones so that pupils can be tested before moving to the next skill. Teachers record where children are each half term on the school's tracking system.

FUNS Station	<input type="text"/>	Date	<input type="text"/>
Initial Assessment	Re-assessment 1	Re-assessment 2	
All			
Some			
Started			

## Fundamental skills

### Skill 1: week 1 & week 3

## Skill 2 week 4 & week 6

## Multi-ability skills








week 1 & week 6

	Dates		
Personal	Initial Assessment	Re-assessment 1	Re-assessment 2
Level 3 Take control	Consistently	Consistently	Consistently
	Sometimes	Sometimes	Sometimes
	Rarely	Rarely	Rarely
Level 2 Keep trying			
Level 1 Stay on task			
Pre-1 Stay on task with help			

## Lesson Resources and safety

The majority of resources for specific PE lessons are kept in the hall/ PE equipment cupboard. All equipment boxes are all labelled to help resources to be carefully selected for purpose. All apparatus and benches are maintained and inspected by specialist annually to ensure they are fit for purpose.



	Teacher Planned	Shift Responsibility	Consistent Practice	Learner Cultural/Habitual	
Learning Nutrient	1 star	2 star	3 star	4 star	5 star
 <b>Ambition</b>	<b>Positive routines</b> Establish positive routines, model high expectations and build positive teacher/pupil relationships based on trust and mutual respect	<b>Positive learning environment</b> Create a safe, stimulating and purposeful learning environment	<b>Engaged learners</b> Every learner is engaged and striving to achieve, demonstrating resilience when faced with challenge	<b>Motivated learners</b> A desire to improve and succeed permeates every lesson	<b>Ambitious learners</b> No ceiling to learners' ambition and challenge is demanded
 <b>Clear personalised outcome (shared and agreed)</b>	<b>Shared outcome</b> State outcome near start of lesson/episode	<b>Defined outcomes</b> Communicate outcomes in learners' language, with check for understanding	<b>Tiered outcomes</b> Learners choose from tier or a spectrum of appropriate outcomes	<b>Negotiated outcomes</b> Learners/groups negotiate and agree next steps/learning goals with support	<b>Personalised outcomes</b> Learners proactively take responsibility for choosing and communicating their individual goals
 <b>Success and failure (appropriate challenge)</b>	<b>Early success</b> Ensure early success for all learners in each lesson/episode	<b>Stretch and challenge</b> Provide a task in every lesson just outside the reach of each learner that, with practice and support, they will achieve	<b>Accepting failure</b> Each learner embraces progression through planned sequences of success and failure	<b>Learning through failure</b> With support, learners identify areas of strength and weakness and select appropriate interventions to progress	<b>Embracing failure</b> Learners proactively seek challenges and demonstrate a willingness to work on weaknesses
 <b>Praise for positive behaviours</b>	<b>Whole group praise</b> Give at least one verbal feedback to group for positive behaviour and whole group praise for effort or attitude	<b>Individual praise/feedback</b> Give regular, specific praise for positive behaviours before suggesting improvements	<b>Peer praise</b> With support, learners take opportunities to give praise for identified learning behaviours	<b>Peer feedback</b> Learners provide mutual praise and improvement feedback through a range of pre-planned opportunities	<b>Unprompted peer praise/feedback</b> A culture of spontaneous, unprompted positive peer feedback for key learning behaviours is established
 <b>Celebration and review of progress</b>	<b>Whole group review</b> Lead whole group plenary at the end of each episode/lesson	<b>Review through questioning</b> Question and funnel answers following small group/pairwise review	<b>Clear learner voice</b> Learners use a broad range of review methods including non-verbal communication and/or voting with feet	<b>Learner led review</b> Peer led plenaries celebrate partner/group members progress	<b>Habitual review</b> A regular and continuous role of review and reflection is established by learners through teacher and peer review is established
 <b>Coach and support others</b>	<b>Observe and encourage</b> Provide opportunities for learners to observe and encourage others	<b>Demonstrate and discuss</b> Enable learners to demonstrate/show or discuss knowledge, a skill or behaviour to each other, i.e. early/small leadership roles	<b>Feedback sensitivity</b> Scaffolding provided enables learners to give sensitive critical feedback to partner or group members	<b>Collaborate and learn</b> Learners share and learn from each other through planned, collaborative opportunities	<b>Peer coach</b> A culture of reciprocal peer coaching is an integral part of all lessons
 <b>Control</b>	<b>Work safely</b> Encourage learners to select safe space for work and to gather, select and safely return equipment	<b>Single choice</b> Provide at least one learner choice of direction and/or task from pre-planned menu	<b>Supported choices</b> Learners make appropriate choices through verbal interventions, carefully worded suggestions and instructions	<b>Negotiated choices</b> Learners regularly negotiate with teacher to agree direction and pace	<b>Independent choices</b> Learners take active responsibility, create own learning plans and adjust them independently or with support

Pupils are required to wear a St Andrews Infant School PE kit (shorts, t-shirt), if they are travelling around school children need adequate footwear to do so. If PE is happening outside, children need to put on their school jumpers/cardigans.

If staff are unsure about how to deliver PE lessons, they should seek advice from the PE co-ordinator and Jo Arundel (Real PE trainer) to arrange a SDM. The online portal offers support and videos on lessons in action. Teachers are encouraged to use the

learning nutrition checklist to reflect on their PE teaching and how they can improve it.

### Lessons in action

## Vocabulary

	Reception	Year 1	Year 2
<b>Basic movements</b> Agility Balance Coordination	Change Speed Side-Side Slow-Fast Still Working Together	Weaving Static Balance Position Direction Static Moving Together	Dodging Fluidly Dynamic Stable Coordination Hand-Eye



			Foot-Eye
<b>Games</b>	Throw Catch Pass Roll Bounce Stop Looking Stopping Warm Up Cool Down Control Large Movements Small Movements Move Health Explore Diet Exercise Healthy Safety Space Copy Watch Equipment Team Work	Actions Throw Catch Pass Receive Bounce Roll Dribble Hit Space Move Safety Looking Stopping Control Target Aiming Warm Up Cool Down Team Work	Throw Catch Pass Receive Bounce Roll Control Dribble Hit Space Move Safety Looking Stopping Evaluate Controlling Defender Attackers Rules Warm Up Cool Down Calling Signalling Team Work
<b>Dance</b>	Warm Up Cool Down Large Movements Small Movements Move Health Explore Performance Perform Diet Exercise Healthy Safe Space Music Copy Watch	Choreography Routine Formation Explore Rhythm Performance Perform Music Exercise Direction Spinning Turning Warm Up Cool Down Speeds Levels Copy	Express Dance Phrase Explore Direction Pathways Music Travel Slide Spinning Turning Rolling Jump Spring Speeds Levels Evaluate Tension

	Equipment Travel Spinning Turning Rolling Jump Timing	Watch Describe Travel Slide Spinning Turning Evaluate Rolling Jump Timing Beats	Control Extension Warm Up Cool Down Timing Beats
<b>Gymnastics</b>	Warm Up Cool Down Control Balance Move Jump Land High Low Shape Travel Health Explore Diet Stretch Exercise Healthy Safety Space Copy Watch Equipment	Points Patches High Low Travel Strong (Tension) Stretch (Extension) Control Flight Bounce Jump Flexible Balance Stretch Spin Shape Land Wide Narrow Curled Warm Up Cool Down	High Low Travel Slide Rolling Jump Land Flexible Tension Extension Stretch Balance Spin Shape Linking Sequence Technique Warm Up Cool Down Leap Direction

## **Intent, Implementation and Impact**

### **Intent**

At St Andrew's Infant School, we provide **ALL** pupils with a broad and balanced Physical Education Curriculum to help children to **aspire** and achieve their sporting ambitions as set out in the National Curriculum 2014. We believe in creating an enabling environment in PE where pupils feel included, valued, challenged and supported to achieve their maximum potential, in school and in life.

### **Implementation**

St Andrew's Infant School follows the Real PE scheme embedded fundamental movement skills; agility, balance and coordination, healthy competition and cooperative learning, as set out in the National Curriculum 2014. Each unit of work has a different focus to develop key abilities necessary for success in PE and sports across the curriculum: creative, physical, health and fitness, personal, social and cognitive. We teach pupils to **nurture** and be **respectful** towards others, develop a 'growth mindset' (the children know that this is when we keep on trying when things are tricky and this helps us to learn).

and learn key sportsmanship skills. All children are included and challenged to improve their form and given opportunities to extend their learning using equipment and resources. Children are **confident** in setting targets, practising and improving on their personal bests, as well as engaging in competitive sport with their peers. Children are exposed to scoring, rules and the fairness of games giving children an opportunity to become patient and resilient.

Every child will: -

- enjoy PE lessons and physical activity
- be able to achieve and succeed
- be able to combine physical skills with fluency and apply them consistently to a broad range of physical activities and sports
- have the opportunity to take part in competitive sport
- be able to collaborate and communicate with others
- understand and be able to articulate how they have made progress in individual PE lessons and over time
- understand how to evaluate and recognise their own success
- be able to explain the importance of leading a healthy and active life

### **Impact**

Impact will be measured by half termly tracking of attainment, monitoring of planning, monitoring of class work and displays, discussion with children and staff. PE has an impact on all children, so the monitoring of lessons ensures children are getting the best possible opportunities to achieve and support can be put in place where weakness is identified.



*At St Andrew's, children will be taught to become reflective about beliefs and values, and use their imagination and creativity to develop curiosity in their learning. They will be helped to develop and apply an understanding of right and wrong both in and out of school and be encouraged to take part in activities to develop their social skills. Children will develop an awareness of and respect for diversity in relation to gender, race, religion and disability. All pupils will have the same access to all areas of the curriculum regardless of their gender, race or cultural background.*

### Physical Education Policy

#### Rationale

At St Andrew's CE (VA) Infant School, we believe that purposeful Physical Education provides a unique contribution to the whole curriculum from the start of the Foundation Stage to the end of Year 2. Our Physical Education programme enables pupils to acquire skills and physical competence, whilst encouraging participation in activities which contribute to the development of a healthy active lifestyle, leading to full and valuable lives. All children are encouraged to evaluate and appreciate a skilful and creative performance across all areas of activity. At St Andrew's CE (VA) Infant School, safety in school will be of paramount importance at all times. The school's policy on safety in Physical Education will follow the guidelines as described below along with the guidance provided by BAALPE (The British Association of Advisors and Lecturers in Physical Education) in their publication 'Safe Practice in Physical Education (2008 edition)'. It is felt that regular lessons are necessary for children to develop awareness, skills and responsibility. Agreed routines and safety principles for different activities need to be understood and practised by both teachers and pupils and appropriate behaviour should be taught, established and reinforced with the pupils. Children need to learn the reasons for changing into appropriate clothing and footwear. Teachers are responsible for creating a safe and manageable environment.

#### Aims

In teaching Physical Education we aim to:

- Facilitate the development of children's body awareness.
- Develop the fine and gross motor skills needed for a range of PE activities concentrating on the 'Prime' areas in the Foundation Stage through Big Movement outdoors.
- Encourage children to adapt and apply a range of gymnastic, games and dance skills and to perform them with increasing control, co-ordination and fluency.
- Introduce children to a healthy, active lifestyle and understand the positive implications of this.
- Enable pupils to develop an appreciation of physical movement through the process of planning, performing, evaluating and decision making.
- Develop responsibility for personal and peer safety and for safe use of equipment.
- Develop a positive attitude to fair play and honest competition in order to cope with varying degrees of success and failure.
- Develop the ability to work independently and communicate with and respond positively towards others.
- Encourage children to be aware of changes occurring to their bodies during and after exercise.

- Introduce and encourage the use of the correct vocabulary.
- Extend each child's knowledge and understanding of sport and its heritage in our society.

## **Planning**

Physical Education will be taught as a foundation subject of the National Curriculum with four attainment targets and reference to a statement of breadth of study. These attainment targets are:

- Develop competence in excel in a broad range of physical activities.
- To be physically active for sustained periods
- Lead healthy and active lives.
- Engage in competitive sports.

The breadth of study statement in the National Curriculum states that children should be taught physical education through the contexts of the three main content areas: Dance, Games and Gymnastics.

Class teachers will plan their work with cross curricular links in areas such as English (Speaking and Listening when evaluating and improving performance), music, where children could explore and express their ideas and feelings about music and movement and see how music is used for particular purposes (for example, for dance, as a lullaby), and use expressive and musical language , Science with awareness of the need for exercise and eating the right types of food and ICT where teachers and children could use videos of movement and actions to develop their ideas or use a concept keyboard to record the order of specific actions in their sequence.

- Class teachers will refer to the Real P.E schemes of work/ PSHE health and wellbeing but will plan their own individual units with the pupils' abilities, experiences and interests in mind in suitably differentiated groups and activities as appropriate.
- Specific language cards will be available to promote relevant vocabulary relating to fundamental skills.
- Activities will be imaginative, purposeful, well managed and enjoyable.
- Class teachers will ensure they set clear, achievable yet challenging goals for all pupils.
- The Physical Education coordinator will ensure that the hall contains a well-resources and well-maintained supply of basic equipment that is easily accessible by adults and children.

## **Foundation Stage**

Children in the Foundation stage are taught the physical elements of the Foundation Stage Curriculum through the Prime area; Physical Development (moving and handling).

## **Assessment and Reporting**

- Class teachers will make continuous assessment and use these to annotate current planning and inform future planning. Staff will start by adjusting planning to reflect results of the children's prior knowledge on the subject.
- Children will be involved in a process of self-evaluation and improvement.
- Parents will have the opportunity to discuss their child's progress in relation to national expectations at parents' evenings.

- Photographs and video clips will be kept as evidence of their attainment in Physical Education and annotated when relevant.

### **Monitoring**

- The Subject Lead will monitor teachers' planning, assessments, conduct lesson observations or learning walks.
- The Subject Lead will identify children who are not succeeding or demonstrate a high ability and ensure planning is suitable where possible.
- The Subject Lead will review and audit the key skills alongside the Head of School.
- All the teaching staff will be involved in any alternations made to the long-term planning of the P.E scheme and have a responsibility to ensure that the policy and key skills scheme of work are implemented.

### **Out of Hours Learning Opportunities**

The school currently offers a wide range of lunch-time and after school activities to extend, enhance and enrich their experiences of physical activity and promote lifelong learning. Lunchtime sports coaches is employed to organise activities with small equipment and playground staff supervise equipment at playtimes when the outdoor play area is also used.

### **Health and Safety**

Safety in school will be of paramount importance at all times. The school will follow the guidelines as described below along with the guidance provided by BAALPE (The British Association of Advisors and Lecturers in Physical Education) in their publication 'Safe Practice in Physical Education' (2012 edition).

- Pupils will be actively encouraged to take responsibility for their own safety and also that of others.
- All PE resources will only be used if they are considered safe and this will be up to the adult teaching to check.
- Class teachers must be aware of safe practice when using equipment.
- Any accidents will be recorded in accordance with the school's Health and Safety policy.
- Teachers to act as role models who demonstrate their good practice with regard to footwear or bare feet, jewellery and suitable clothing (P.E uniform shirt and sweatshirt provided.)
- The school ensures all gymnastics equipment is checked annually and risk assessments are completed.
- Advise the children of the correct procedures for handling equipment and supervise work with Physical Education equipment at all times.
- Remove all jewellery (staff and children). Parents must sign an earring disclosure slip for their child to wear earrings in PE.
- If an item of jewellery cannot be removed e.g. on religious grounds or medical reasons, then the item should be protected with tape, padding or a wristband. If the situation cannot be made safe, the pupil concerned should not actively participate.



- Long hair **must** be tied back or if this is not possible, children must wear a material headband.
- Pupils and teachers should have bare feet for dance and gymnastics where practical. Where necessary only pumps and not trainers should be worn.
- Verrucas must be covered with a plaster if barefoot in the hall.
- The use of any apparatus in gymnastics should be to progress and extend the existing skills of the pupils. Apparatus should only be introduced when children have developed the necessary skills to an appropriate standard on the floor.
- If the class is new to apparatus, there should be a height restriction until they are confident. A child should initially go no further than would give them a fall of more than 1 metre.
- Children should be taught to land safely, with control and this should be reinforced constantly.
- The placing of mats is very important. They should be used for safe landings and descent and not placed to cushion falls and create expectations of falling. It is better to arrange the apparatus and the demands on the child so that there is a high expectation of safe performance.
- In the event of a fire, children will leave the hall through the back of the hall and not stop to collect their shoes or personal belongings.
- An injured child should never be moved. All serious accidents should be reported to the office in accordance with the school's Health and Safety policy.
- The First Aid Box is located in the cupboard at the back of the hall.
- All staff should be aware of children with specific health/medical problems and allergies.

### **Clothing**

- St Andrew's red t-shirts and dark blue shorts should be worn.
- Sweatshirts should be worn outside in cold weather.
- Black pumps could be worn for indoor **games**.
- If a child persistently does not have their pump bag in school, the office should be informed immediately so that the child's parent/carer can be texted.

### **Changing**

- Children get changed in their classrooms but if any visitors arrive at this stage, they should be asked to wait for children to be changed before entering.

### **Teachers are responsible for creating a safe and manageable environment. They should ensure:**

- Appropriately position themselves to observe and intervene, usually on the edge of the activity, where the rest of the class is in view.
- Never leave a P.E class unattended.
- Teachers should ensure that planning includes the use, moving and positioning of apparatus, especially at the start of the academic year.
- They should aim to develop positive attitudes in pupils towards their safety and that of others.
- Never send a whole class of children back to a classroom unaccompanied. They must always return with a teacher or teaching assistant. Ensure that the children wear pumps or

fastened shoes when moving up or down the stairs. These will need to be places neatly away from apparatus or floor space which will be used.

- Encourage children to carry pump bags by the neck, not the string – particularly when moving up or down the stairs. Encourage children to leave clothing neatly – particularly socks and shoes.
- Lessons in gym, dance and games should always begin with a suitable warm up in order to prevent injury. Children should be taught the elements of a warm up and become increasingly responsible for this part of the lesson. The importance of warming down should also be developed.
- Physical contact with children will be appropriate to the movement.
- New teachers with little or no initial teacher education in Physical Education will be offered support from the Subject Lead and appropriate professional development before being allowed to teach a full range of activities.
- ECTs will be observed during their first half term to ascertain their levels of competency.
- Changes and developments in P.E will require teachers to continue their professional development to keep up to date with what is acceptable and safe.

### **Supply Teachers and Student Teachers**

The Headteacher must be satisfied that all teachers who teach physical education are able to do so in a safe environment, with an understanding of the needs and stages of development of all the children in their classes, including those with SEND. If a supply teacher is to teach PE, they will be expected to teach using equipment they are comfortable with to safeguard both the pupils and themselves.

HLTAs/Cover Supervisors may take responsibility for delivery of PE to a whole class under the guidance of the class teacher or subject leader if available when covering a class.

Student teachers should not be left unsupervised to deliver a PE lesson but may teach part of full lessons under the guidance of the supervising teacher/HLTA.

### **Coaches**

Coaches working in school will have an up to date enhanced DBS. When a coach is employed for out of hours learning opportunities, school will ensure that he/she holds the appropriate qualifications and/or licence from the Sport's Governing Body. The coach will provide copies of planning and relevant risk assessments.



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**St Andrew's CE (VA) Infant School**

**Physical Education Syllabus Overview**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Year 1	<b>Real PE Unit 1 Personal</b> Co-ordination & footwork	<b>Real PE Unit 2 Social</b> Dynamic balance to agility: jumping and landing Static balance	<b>Real PE Unit 3 Cognitive</b> Dynamic balance on a line	<b>Real PE Unit 4 Creative</b> Coordination: ball skills Counter balance with a partner	<b>Real PE Unit 5 Physical</b> Coordination: sending and receiving Agility: reaction and balance	<b>Real PE Unit 6 Health and fitness</b> Agility: ball chasing Static balance: floor work
	Yoga / dance: seasons	Real Gym unit 1	Real gym unit 2	Games(Twinkl) attacking and defending unit	Dance (Twinkl) Starry skies /sports day	Games(Twinkl) Invasion games
Year 2	<b>Real PE Unit 1 Personal</b> Co-ordination & footwork	<b>Real PE Unit 2 Social</b> Dynamic balance to agility: jumping and landing Static balance	<b>Real PE Unit 3 Cognitive</b> Dynamic balance on a line and static balance	<b>Real PE Unit 4 Creative</b> Coordination: ball skills Counter balance with a partner	<b>Real PE Unit 5 Physical</b> Coordination: sending and receiving Agility: reaction and balance	<b>Real PE Unit 6 Health and fitness</b> Agility: ball chasing Static balance: floor work
	Real Gym unit 1	Real Gym unit 2	Dance (Twinkl) <b>Toys</b>	Dance (Twinkl) <b>Plants</b>	Maypoling & Sports day	Games (Twinkl) Invasion games

## **STICKY KNOWLEDGE – PE Skills**

		<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Coordinat ion</b>	<b>Ball skills</b>	Sit and roll a ball along the floor around body using 2 hands. Sit and roll a ball along the floor around body using 1 hand (right and left).	Sit and roll a ball down legs and around upper body using 2 hands. Stand and roll a ball up and down legs and round upper body using 2 hands.	Sit and roll a ball up and down legs and round upper body using 1 hand. Stand and roll a ball up and down legs and round upper body using 1 hand.
	<b>Footwork skills</b>	Side-step in both directions. Gallop, leading with either foot.	Hop on either foot. Skip Combine side-steps with 180° front pivots off either foot.	Combine side-steps with 180° reverse pivots off either foot. Skip with knee and opposite elbow at 90° angle. Hopscotch forwards and backwards, hopping on the same leg (right and left)
	<b>Sending &amp; receiving skills</b>	Roll large ball and collect the rebound. Roll small ball and collect the rebound.	Throw large ball and catch the rebound with 2 hands. Throw tennis ball, catch rebound with same hand after 1 bounce.	Throw tennis ball, catch rebound with same hand without a bounce. Throw tennis ball, catch rebound with other hand after 1 bounce. Throw tennis ball, catch rebound with other hand without a bounce. Strike large, soft ball along ground with hand 5 times in a rally.
<b>Agility</b>	<b>Ball chasing skills</b>	Roll a ball, chase and collect it in balanced position facing opposite direction.	Chase a ball rolled by a partner and collect it in balanced position facing opposite direction.	Start in seated/lying position, throw a bouncing ball, chase and collect it in balanced position facing opposite direction. Start in seated/lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing opposite direction.
	<b>Reaction and</b>	React and catch large ball dropped from	React and catch large ball dropped from	React and catch tennis ball dropped from shoulder height after 1 bounce.

	response skills	shoulder height after 2 bounces.	shoulder height after 1 bounce.	
Balance	Dynamic balance (static)	Walk forwards with fluidity and minimum wobble. Walk backwards with fluidity and minimum wobble.	Walk fluidly, lifting knees to 90°.	Walk fluidly, lifting heels to bottom.
	Dynamic balance (jumping and landing)	Jump from 2 feet to 2 feet forwards, backwards and side to-side.	Jump from 2 feet to 2 feet with quarter turn in both directions. 2	Stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot).
	Counter balance	Sit holding hands with toes touching, lean in together then apart. Sit holding 1 hand with toes touching, lean in together then apart.	Sit holding hands with toes touching and rock forwards, backwards and side-to-side	Hold on and, with a long base, lean back, hold balance and then move back together. Hold on with 1 hand and, with a long base, lean back, hold balance and then move back together.
	Static balance (1leg)	On both legs: 1. Stand still for 10 seconds	Stand still for 30 seconds. 2.	Complete 5 mini-squats.
	Static balance Seated	Balance with both hands/ feet down. 2. Balance with 1 hand/ 2 feet down. 3. Balance with 2 hands/ 1 foot down.	Balance with 1 hand/ 1 foot down. Balance with 1 hand or 1 foot down. Balance with no hands or feet down.	Pick up a cone from one side, swap hands and place it on the other side. Return the cone to the opposite side.
	Static balance floorwork	Hold mini-front support position	Reach round and point to ceiling with either hand in mini-front support.	Place cone on back and take it off with other hand in minifront support. Hold mini-back support position. Place cone on tummy and take it off with other hand in miniback support.

	Static balance stance	Stand on line with good stance for 10 seconds	Stand on line with good stance for 10 seconds	Stand on low beam with good stance for 10 seconds.
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## Knowledge

	EYFS	Year 1	Year 2
Personal:	I say what I enjoy when working on simple tasks with help.	I know to follow instructions, practise safely and work on simple tasks by myself.	I know to always try several times if at first I don't succeed and I ask for help when appropriate.
Social	I know how I can play with others and take turns and share with help.	I know how to work sensibly with others taking turns and sharing.	I can help, praise and encourage others in their learning.
Applying physical skills	I know how to move confidently in different ways	I know I can perform a range of skill and link two movements together.	I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.
Cognitive	I know why I should follow simple instructions	I can understand and follow simple rules. I can name some things I am good at.	I can begin to order instructions, movements and skills. With help, I can recognise similarities and difference in performance and explain why someone is working or performing well.
Creative	I can observe and copy others	I can explore and describe different movements	I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.
Health and fitness.	I am aware of the changes to the way I feel when I exercise.	I am aware of why exercise is important to good health.	I can say how my body feels before, during and after exercise. I know how to use equipment to appropriately move and land.



## **What does Greater Depth look like in PE?**

### **Greater Depth in Physical Education at St Andrew's Infant School**

#### **What *Greater Depth* means in Physical Education....**

- Children who take part in after school sports clubs with outside agencies and may achieve certificates trophies in these clubs.
- Children who have the confidence to lead a warm up / task or group showing signs of a good sports leader.
- Children who take part in a wide range of intra and inter events competing with others and showing great enthusiasm.
- Children who show an understanding of the health and fitness side of PE. For example, why the body has to warm up/ cool down. Why the blood pumps and heart beats faster. Knowing which muscles are used when performing certain exercises.
- Children who show the ability and confidence performing skills in a competitive format.
- Children who show a great understanding of the rules and tactics in various games and are able to change a tactic where necessary.
- Children who are able to work effectively as a team showing great sportsmanship and encouraging of others.
- Children who are able to effectively transfer skills in PE lessons from one sport to another sport.
- Children who set personal challenges and are able to achieve these challenges

#### **Guidance from professional bodies**

Beyond 2012- outstanding physical education for all Ofsted 2012

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/413187/Beyond\\_2012\\_-\\_outstanding\\_physical\\_education\\_for\\_all.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413187/Beyond_2012_-_outstanding_physical_education_for_all.pdf)

#### **Planning for Greater Depth**

- The Real PE Jasmine online platform explains what a typical child of each year group should be doing.
- The videos can be used to supplement the decision on what "greater depth" looks like in each skill area.
- The assessment points indicate how the children are performing in the physical skills and the learning focus.
- The performance indicators describe how the skill can be up-levelled.
- Pupils can be given the opportunity for a 'testing area' to see if they are confident in applying the skill.

## Teaching for Greater Depth

### **What GD Looks Like**

Pupils working at Greater Depth will be able to

- Work independently, after the initial teaching has taken place.
- Show that they can accurately display the skill in different scenarios and with different equipment.

### **Achievement and Assessment of GD**



During the 'skill' part of the lesson the children will be introduced to several videos and models. The skills are broken down into colours and each one has a video which demonstrates the skill being completed by a child. Underneath the video is a written description which explains to the pupil how they can achieve the skill. As the video runs, it expands on how to make the skill more challenging.

	EXP	GD
REC		
Year 1		
Year 2		

### **Work Examples**

#### **Coordination**



What GD looks like in **EYFS/Reception**

Work at the Expected Standard	Work showing elements of Greater Depth
 <p>I can side-step in both directions</p>	 <p>I can hopscotch forwards and backwards, hopping on the same foot (right and left)</p>

## What GD looks like in **Year 1**

Work at the Expected Standard	Work showing elements of Greater Depth
	

## What GD looks like in **Year 2**



Work at the Expected Standard	Work showing elements of Greater Depth
 <p>Picture of Expected</p>	 <p>Picture of GD</p>

## Balance

### What GD looks like in **EYFS/Reception**

Work at the Expected Standard	Work showing elements of Greater Depth
	

## What GD looks like in **Year 1**

Work at the Expected Standard	Work showing elements of Greater Depth
<p>Picture of Expected</p> 	<p>Picture of GD</p> 



## What GD looks like in **Year 2**

### For each key area



Work at the Expected Standard	Work showing elements of Greater Depth
<p>Picture of Expected</p> 	<p>Picture of GD</p> 

## Agility



What GD looks like in **EYFS/REC**

Work at the Expected Standard	Work showing elements of Greater Depth
<p>Picture of Expected</p>  <p>I can jump from 2 feet to 2 feet forwards, backwards and side-to-side</p>	<p>Picture of GD</p>  <p>I can jump from 2 feet to 2 feet with a quarter turn in both directions</p>

What GD looks like in **Year 1**

Work at the Expected Standard	Work showing elements of Greater Depth
<p>Picture of Expected</p>  <p>I can jump from 2 feet to 2 feet with a quarter turn in both directions</p>	<p>Picture of GD</p>  <p>I can complete a tucked jump with 180° turn in either direction</p>

What GD looks like in **Year 2**

Work at the Expected Standard	Work showing elements of Greater Depth
<p>Picture of Expected</p>  <p>I can complete a tucked jump with 180° turn in either direction</p>	<p>Picture of GD</p>  <p>I can hop forwards and backwards, freezing on landing.</p>

Blooms taxonomy for Reference Only and Planning – not part of the Greater Depth Document.  
Select some of the vocabulary in the Blue Boxes to include in your planning to give the children GD opportunities.

<b>1. Knowledge/Remembering</b>		<b>2. Comprehension/Understanding</b>	
Exhibits previously learned material by recalling facts, terms, basic concepts and answers.		Demonstrate understanding of facts and ideas by organising, comparing, translating, interpreting, giving descriptions and stating main ideas.	
Define Recognise Arrange Label Memorise Name	List Order Relate Recall Repeat State	Identify Describe Classify Discuss Explain Express	Recognise Select Restate Locate Report Review
Who, what, when, where, why? How many? What do you know about? True or False? What happened before/after Can you identify...?		What is the main idea? Can you retell? What statements support...? How would you illustrate? Give examples of...? What is meant by....?	
Why does..... happen? How do you know? Can you list three ...? How can you ....? How would you show....?		Can you explain.....? How would you classify....? How would you compare....? Which is the best answer? What can you say about...?	



<b>3. Application/Applying</b> Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.		<b>4. Analysis/Analysing</b> Examining and breaking information into parts by identifying motives or causes: making inferences and finding evidence to support generalisations	
Apply Choose Demonstrate Dramatise Employ Illustrate	Operate Practice Solve Sketch Use Write	Analyse appraise Calculate Categorise Compare Test	Examine Experiment Question Differentiate Discriminate Distinguish
How could you demonstrate...? what examples can you find...? What could not have happened and why		What are the similarities and differences between __&__? Can you distinguish between fact and fiction? Identify characteristics of...	
How would you use...? How would you solve...? What other way would you....? What would happen if....?		What/Why do you think...? Can you list/identify What conclusions can you draw? What evidence can you find....? What is the relationship between...?	

<b>5.Synthesis</b> Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.		<b>6. Evaluation</b> Presenting and defending opinions by Making judgments about information, validity of ideas or quality of work based on a set of criteria.	
Arrange Assemble Collect Compose Construct Create Design	Formulate Manage Organise Plan Propose Set Up Write	Appraise Argue Assess Choose Compare Defend Estimate	Judge Predict Rate Select Support Value Evaluate
What would be the consequence of...? What is the most significant thing/event....? How many ways can you? Can you compose a song/poem about...? Write a letter explaining about....?		What would a possible solution be?	
What changes could you make..? How would you improve.....? What would happen if...? Can you predict? Can you tell me the reason...?		What is your opinion of....? How would you prove/test...? Would it be better if...? Why did they/that happen? Do you agree with...?	
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