PE at

St Andrew's CE (VA)

Infant School

Content of lessons

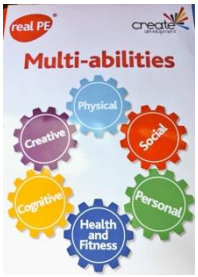
Planning

Lesson plans are sourced from the Real PE scheme from EYFS-KS1. In KS1, Physical Education 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 opposite lessons will be REAL Dance, Real Gym, Twinkl Invasion games and Twinkl attacking and defending games. In the EYFS pupils have access to a range of physical activities to strengthen pupils gross and fine motor skills, this is done within the classroom and the EYFS outdoor area.

Multi-abilities

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.

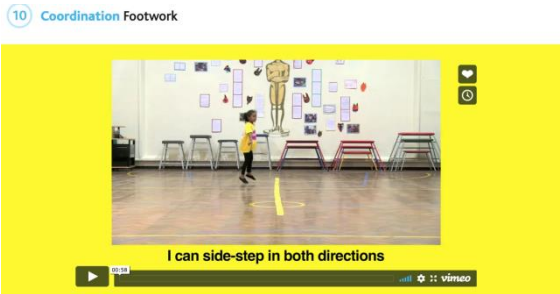
Cognitive	Personal	Social
Health and fitness	Creative	Physical



Fundamental skills

The fundamental skills, **balance, coordination and agility** are colour coded (yellow, green, red, blue) and get progressively more challenging. Each challenge band provides children with 'I can statements' which challenge pupils in the fundamental movement skills. At St Andrew's Infant School, staff use the online platform

https://app.realpe.co.uk/login to explain each of the components of the lesson. Each of the fundamental skills have a video link which demonstrates the skill in action. Staff will also use the pictured cards within the lesson to model to pupils how they can achieve.



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.

Real gym and dance are taught as secondary lesson to support the development of children's fundamental skills and floor movement patterns as stated in the **National Curriculum 2014**. The lessons follow a very similar format to the original scheme and children are familiar with warm up, skill, skill application and review.

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 activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

ELG: Gross Motor Skills - Children at the expected level of development will: - 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.

ELG: Fine Motor Skills - Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

ELG: Self-Regulation - Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self - Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of 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, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships - Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.

Physical Education

Children are encouraged to not only learn about physical activity during "PE lessons" but consider how they can embrace a healthy lifestyle. Staff have worked with Active schools Calderdale to consider how lessons can integrate physical skills for example outdoor word hunts and active register times.

At St Andrew's we are part of the WOW initiate (the walk to school challenge). This is a pupil-led initiate where children self-report how they get to school every day using the interactive WOW travel tracker. If they travel to sustainably three times a week for a month they get rewards with a badge. In KS1 we have WOW ambassadors they help pupils in recording their travel and help give out the badges and trophies per week.

Pupils are encouraged to bring in trophies, medals and certificates that they have gained at outside clubs which are shown to their peers during 'sing & celebrate'.

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. 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 and KS1, staff use Cosmic Yoga videos https://www.youtube.com/user/CosmicKidsYoga to help children to learn how to be calm through story telling yoga.

Pupils have access to physical activity at playtimes and lunchtimes. The outdoor container is supplied with age-appropriate toys and resources that are set up by the lead by the midday supervisors and sports coaches. 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. Lunchtime ambassadors KS1 have worked with Active Schools Calderdale to learn games to use at indoor and outdoor play.

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), this is to improve the mental and physical wellbeing of pupils. They are measured on their own personal time each half term and challenged to beat their own personal best.

Children are encouraged to make 'healthy' food choices for their lunches from their menu cards; all children at St Andrew's 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.

Assessment

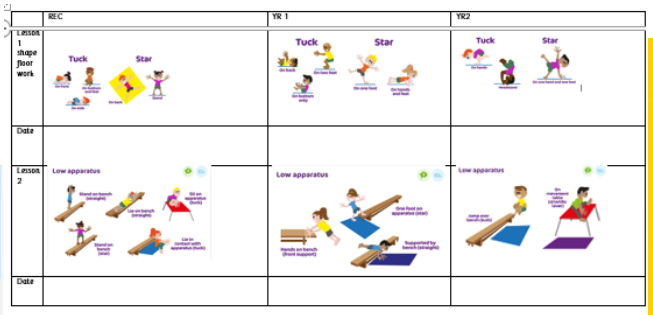
On the REAL PE portal (gym, dance & PE) it will show a video of what pupils are aiming to achieve for each skill.

Real PE

Pupils are introduced to **two** fundamental physical skills per half term and a multi-ability skill which lasts for **six** weeks. Each of the fundamental skills are assessed at week 3 and week 6. 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 zones so that pupils can be checked before moving to the next skill. Teachers record where children are each half term on REAL PE assessment sheets which are displayed in the Big books.

Gym, Dance & Games

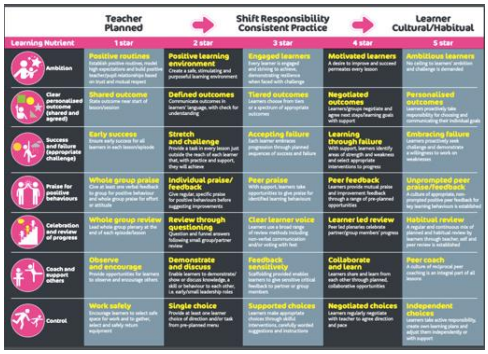
Pupils are introduced to skills each lesson and help to develop rolls, shapes and sequence moves. Teachers will assess every lesson and take photographs to demonstrate the skill in action.



Lesson Resources and safety

The 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.

Outdoor equipment is kept in the main container (playtime equipment is kept to the front), EYFS outdoor resources are kept in the AOL sheds.



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

Pupils are required to wear a St Andrew's 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 an 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.

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' 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 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. School Sports Premium Funding has enabled us to provide high quality PE experiences to our pupils. Pupils are provided with a wealth of experiences as they progress through the school which enable them to build on their knowledge, skills and understanding of health and fitness. The school facilities enable pupils to engage in indoor and outdoor activities which 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

Pupils will 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
- engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations

In teaching Physical Education, we aim to:

- Help children to understand the changes that occur to their bodies during and after exercise.
- 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.
- 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 the ability to work independently, and communicate with and respond positively towards others.
- 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
Teachers will plan their work with cross curricular links using the Real PE & Gym schemes available in school and the Dance and games units (Twinkl). They will plan for progress in lessons, across the half term, year and school and ensure lessons are meaningful, exciting and teach children vital skills.

The Physical Education Lead will ensure that the hall contains a well-resourced and well-maintained supply of basic equipment that is easily accessible by adults and children.

Assessment and Monitoring
- Teachers will make continuous assessments 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.
- The Y2 staff will assess children's level of attainment at the end of the KS1 programme of study.
- Parents will have the opportunity to discuss their child's progress in relation to national expectations at Pupil Progress Meetings.

The PE Lead:
- will monitor teachers' planning, assessments, conduct lesson observations or learning walks
- will identify children who are not succeeding or demonstrate a high ability and support teachers in planning

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. Current provision includes multi-sports, dance, cricket and karate club after school. A lunchtime coach is employed to organise activities with small equipment and playground staff supervise equipment at playtimes when the outdoor play area is also used.

Clothing
Children will change into their PE kits in their classrooms. If any visitors arrive, they will be asked to wait for children to be changed before entering. Children are encouraged to wear the correct PE kit – a red logo/plain red T-shirt and dark shorts. Sweatshirts should be worn outside in cold weather. Black pumps may be worn for indoor **games,** not shoes. Teachers should act as role models and demonstrate good practice with regard to footwear or bare feet, jewellery and suitable clothing (PE uniform shirt and sweatshirt provided).
If a child does not have their pump bag in school, the office should be informed on the day so that the child's parent can be texted.

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.
- 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.

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

- Children carry pump bags by the neck, not the string - particularly when moving up or down the stairs.
- Children to leave clothing neatly (socks in shoes).
- Planning includes the use, moving and positioning of apparatus.
- They appropriately position themselves to observe and intervene, usually on the edge of the activity, where the rest of the class is in view and never leave a PE class unattended.
- They never send a whole class of children back to a classroom unaccompanied by an adult.
- That the children wear pumps or fastened shoes when moving up or down the stairs.
- Pumps are placed neatly away from apparatus (on the stage).
- Lessons begin with a suitable warm up in order to prevent injury and end with warming down.
- Physical contact with children is safe and appropriate.

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.

New teachers with little or no initial teacher education in Physical Education will be offered support from the PE Lead and appropriate professional development before teaching a full range of activities.

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.

Consultation, Monitoring and Review
Policy updated: February 2023 by PE Lead, Emma Burrell.

	Track assessment				Sports day	Maypole dancing Track assessment
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about me/ Autumn	Festivals and Celebrations	Winter wonderland	Ready steady grow Easter	It's alive Minibeasts and animals	Dinosaur ROAR
Reception	Personal Coordination Static balance EYFS outdoor area	Social Dynamic balance to agility Seated balance Hall/outdoors	Cognitive Dynamic balance Static balance EYFS outdoor area	Creative Coordination Counter balance Hall/outdoors	Health and fitness Agility Balance Hall/outdoors Physical Coordination Agility Hall/outdoors	**Real Dance** **Unit 1** **Artistry** **Partnering** **Circles** **Shapes** Real Gym Unit 2 Shape -star & tuck Travel
	Paws Claws and Whiskers	Moon Zoom	Superheroes	Enchanted Woodland	Bright Lights, Big City	Splendid Skies
Year 1	Personal Coordination Static balance	Social Dynamic balance to agility Seated balance	Cognitive Dynamic balance Static balance	Creative Coordination Counter balance	Physical Coordination Agility	Health and fitness Agility Balance
	Real Gym Unit 1 Shape Travel	Real gym Unit 2 Flight Rotation	Real dance Unit 1 **Artistry** **Partnering** **Circles** **Shapes**	Games Invasion games (Twinkl unit)	Sports day games Twinkl Unit	Games Attacking & defending (Twinkl unit)

	Wriggle and Crawl	Street Detective	Land Ahoy	Towers Tunnels and Turrets	Scented Garden	Beach Combers
Year 2	Personal Coordination Static balance	Social Dynamic balance to agility Seated balance Hall/outdoors	Cognitive Dynamic balance Static balance	Health and fitness Agility Balance	Creative Coordination Counter balance	Physical Coordination Agility
	Real Gym unit 1 Shape & travel	Real dance unit 1 **Artistry** **Partnering** **Circles** **Shapes**	Games Attacking and defending	Games Invasion games	Sports day (Twinkl) & Maypoling	Real Gym unit 2 Flight Rotation

Progression of skills

Bold font indicates sticky knowledge for each year group

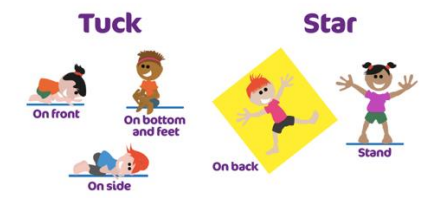
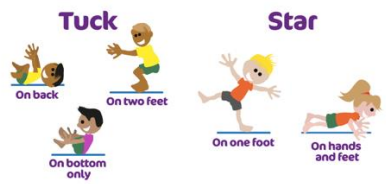
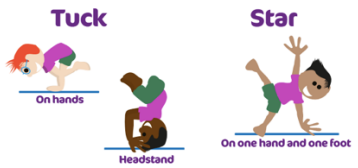
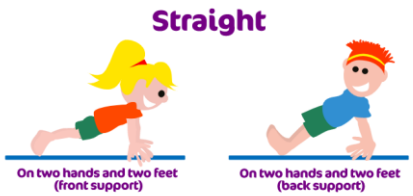
Real PE: fundamental skills

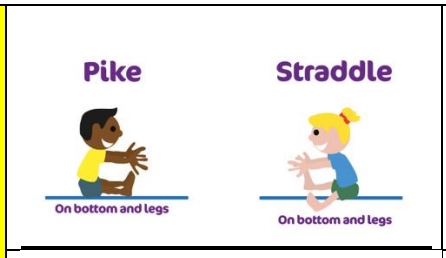
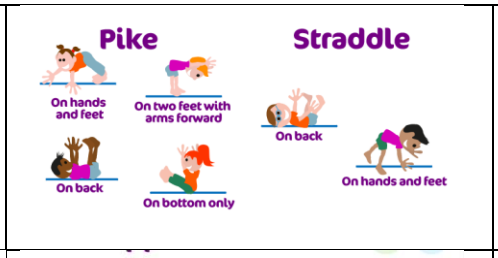
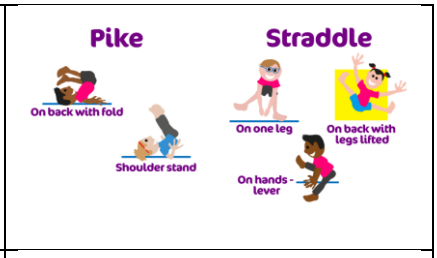
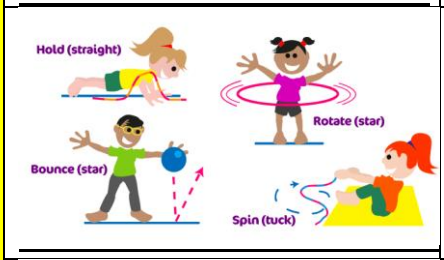
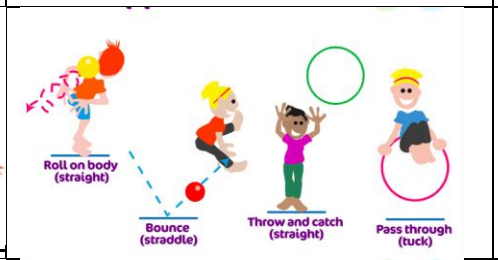
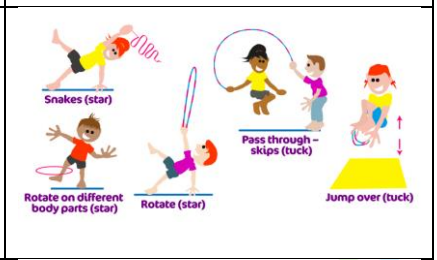
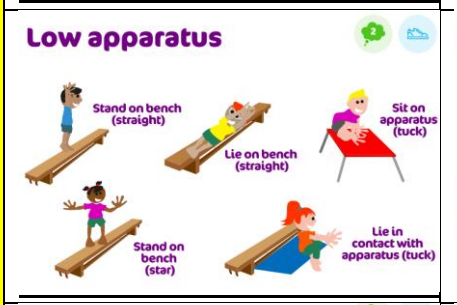
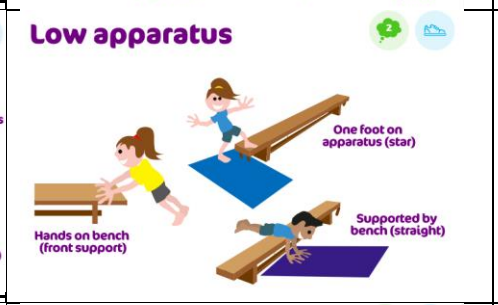
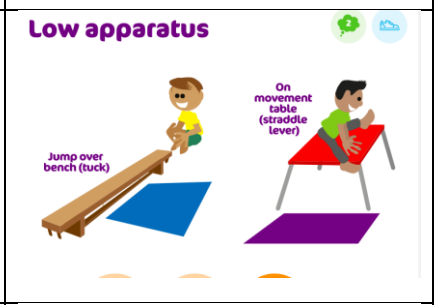
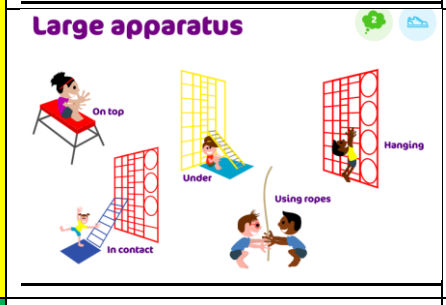
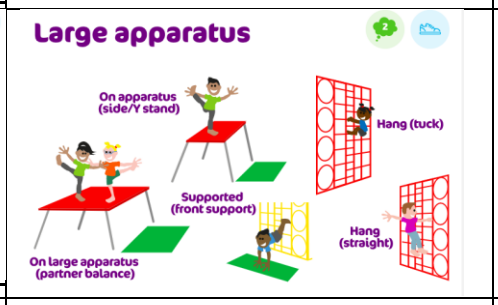
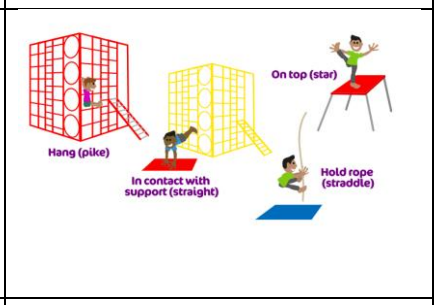
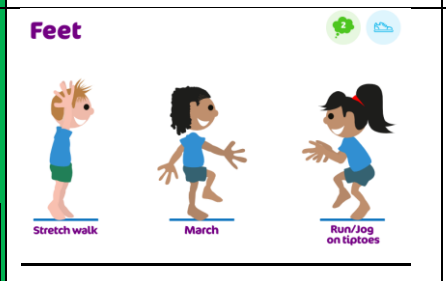
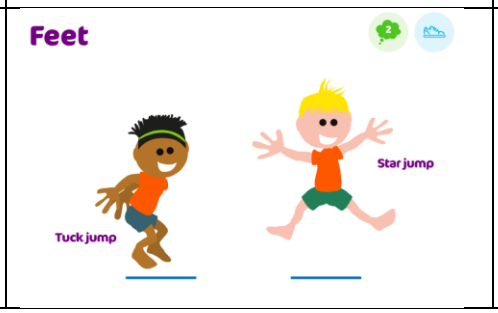
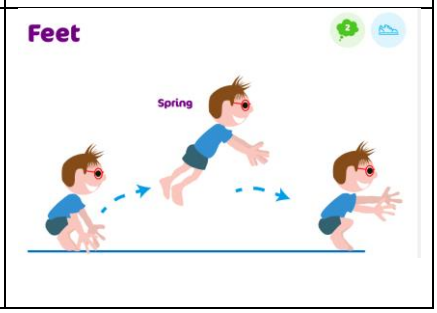
		EYFS	Year 1	Year 2
Coordination	Ball skills	**Sit** and **roll** a ball along the floor around body using 2 hands. Sit and roll a ball along the floor around body using 1 hand (right and left).	Sit and roll a ball down legs and around **upper body** using 2 hands. Stand and roll a ball up and down legs 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.
	Footwork skills	**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)
	Sending & receiving skills	**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.
Agility	Ball chasing skills	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

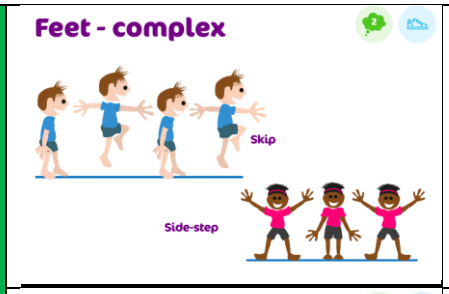
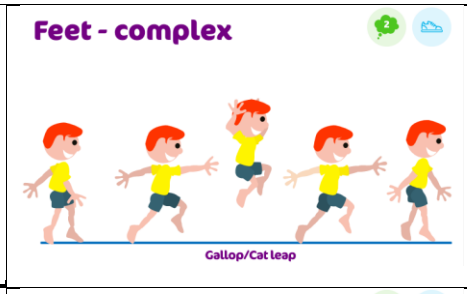
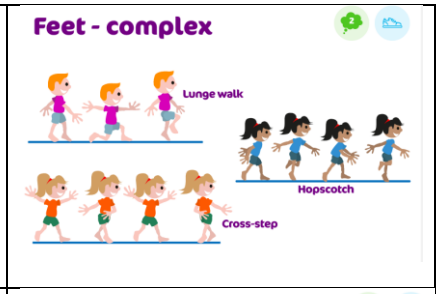
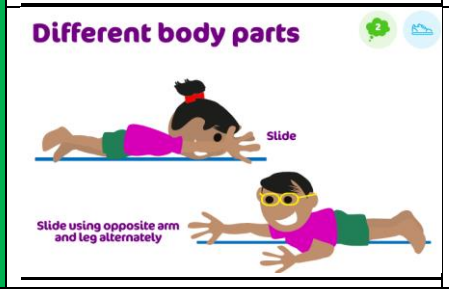
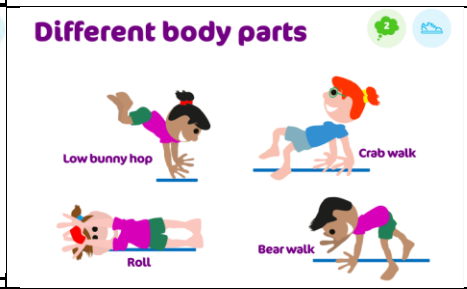
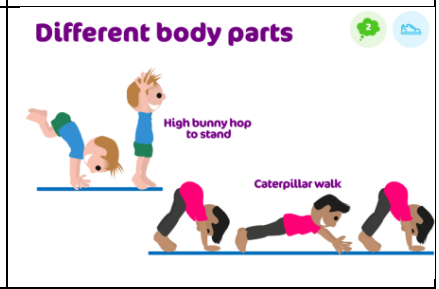
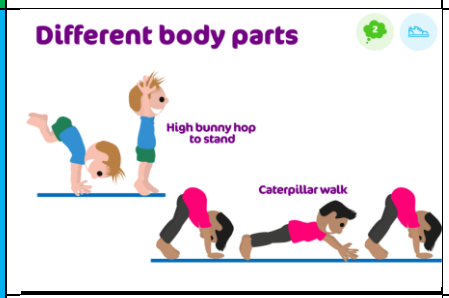
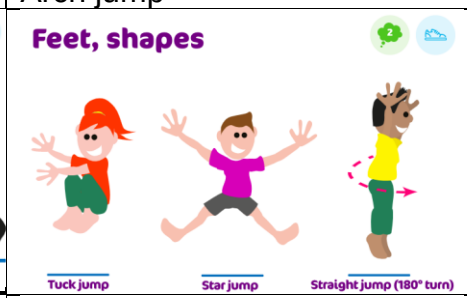
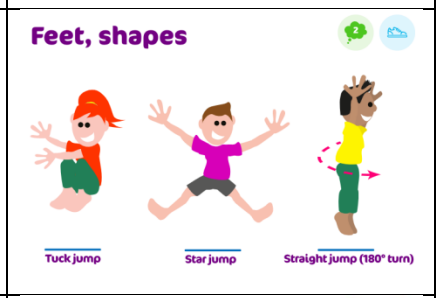
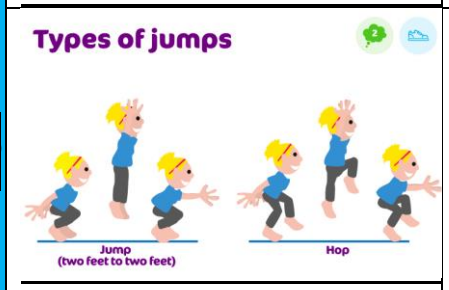
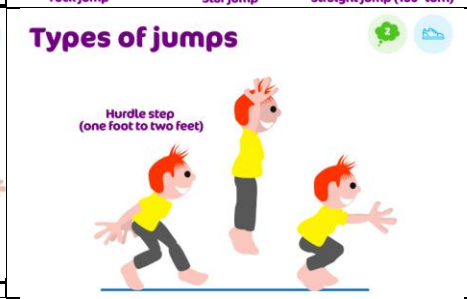
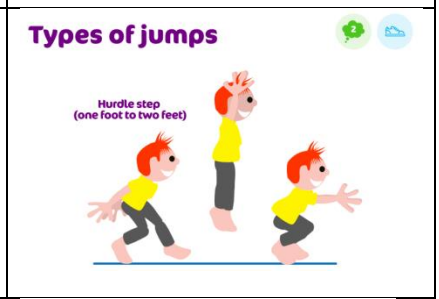
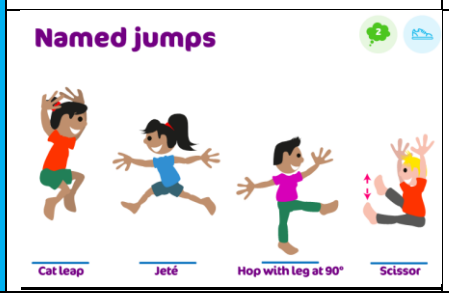
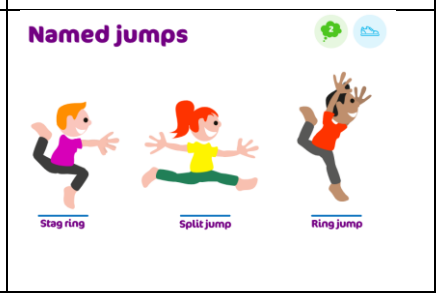
				collect it in balanced position facing opposite direction.
	Reaction and response skills	React and **catch** large ball dropped from shoulder height after 2 bounces.	**React and catch** large ball dropped from shoulder height after 1 bounce.	React and catch tennis ball dropped from **shoulder height** 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.

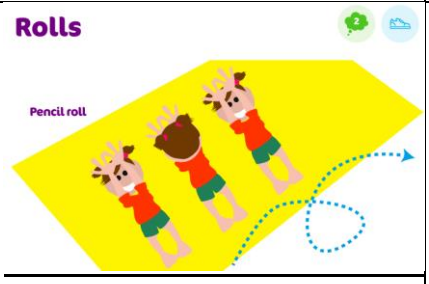
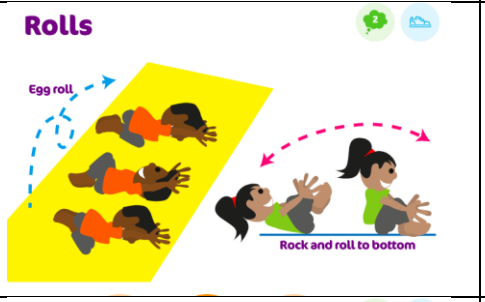
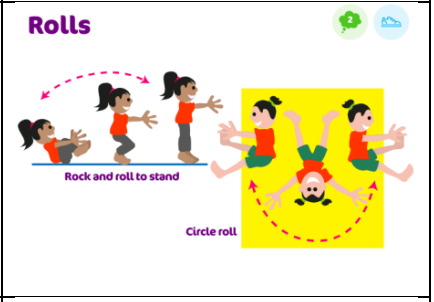
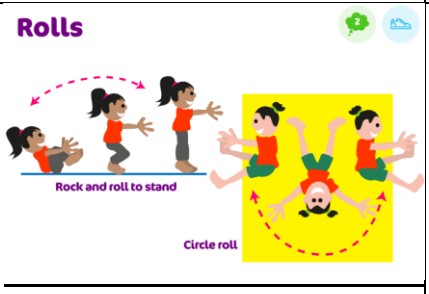
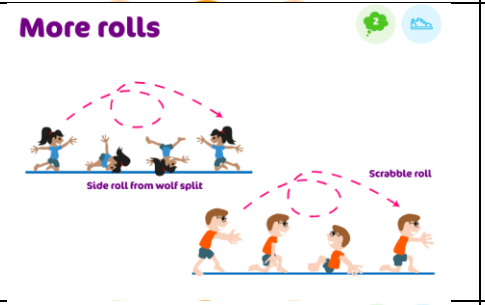
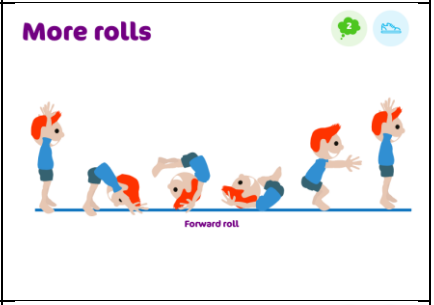
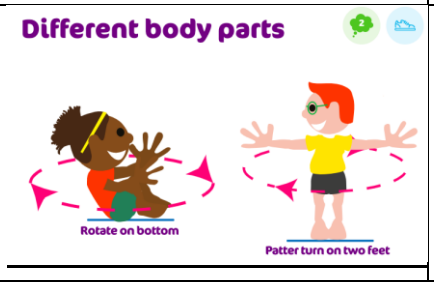
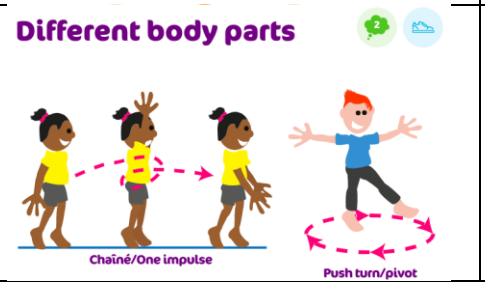
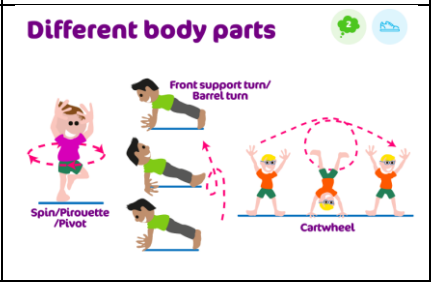
				Place cone on tummy and take it off with other hand in miniback support.
	Static balance stance	**Stand on line** with good stance for 10 seconds	**Stand on line** with **good stance** for 10 seconds	**Stand on low beam** with good stance for 10 seconds.

Real Gym

	EYFS Introduce tricky skills	Year 1 consolidate tricky skills & tricker skills	Year 2 trickier skills consolidate & trickiest skills
Vocabulary	tuck side stand star back front spin bench climbing	tuck star front support back support straddle apparuatus in contact	tuck star headstand one hand one foot front support dish arch one hand lever rotate apparatus pike
Shape			
			

			
			
			
			
vocabulary	Walk March Run Jog Skip Side step slide	Tuck jump Star jump Gallop Bunny hop Crab walk Bear walk roll	Spring Lunge Hopscotch Cross step Bunny hop Caterpillar walk
Travel			

			
			
Vocabulary	Bunny hop Caterpillar walk Jump Cat leap Jete Hop scissor	Tuck jump Star jump Straight jump Hurdle Stag W jump Cabriole Arch jump	Tuck jump Star jump Straight jump Stag jump Ring jump Split jump
Flight			
			
			

vocabulary	Pencil roll Rock and roll Circle roll turn	Egg roll Rock and roll Side roll Scrabble roll Chanie	Rock and roll to stand Circle roll Forward roll Pirouette Barrell turn Cartwheel
Rotation			
			
			

Real Dance

Fundamental Movement Skills Links:

Shapes	Circles	Partnering	Artistry
Static Balance: **One Leg** Static Balance: **Seated** Static Balance: **Floor Work** Static Balance: **Stance**	Dynamic Balance: **Jumping and Landing** Coordination: **Footwork**	Counterbalance with a Partner Dynamic Balance: **Jumping and Landing** Coordination: **Footwork**	Static Balance: **One Leg** Dynamic Balance: **Jumping and Landing** Coordination: **Footwork**

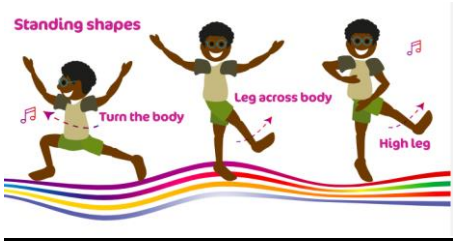
EYFS- Introduce Tricky 1 skills	Year1 consolidate tricky 1 skills	Year 2 consolidate tricky 2 skills
Shapes I can -Create multiple standing and floor shapes - balanced on both feet. -with limbs in different planes.		**Shapes** I can: - Create multiple standing and floor shapes - with torso beginning to rotate.

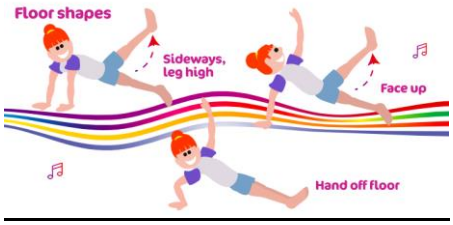
- with 3 points of contact.
- facing down.

Travel between shapes including jumping.

- with 3 points of contact with the floor. - facing down and up.

-Travel between shapes including jumping with rotation.





Circles

I can:

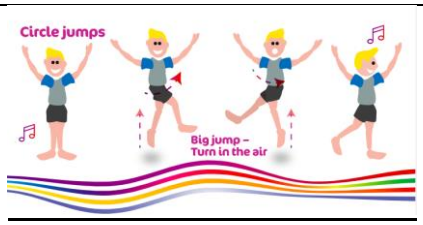
- Create movements led by large horizontal single arm circles and semi-circles leading into – stepping
- turning.
- Jump from a static position, arms up and down.

Circles

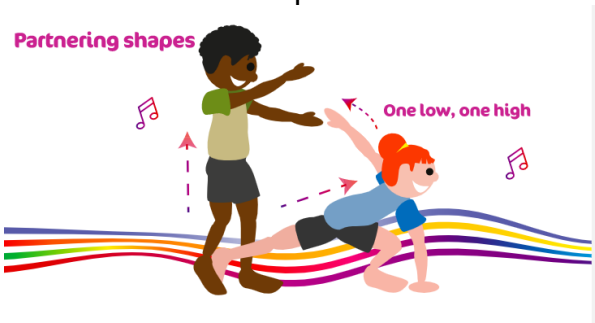
I can:

- Create movements led by large vertical single arm circles and semi-circles leading into
- stepping.
- body movements.
- turning.

-jumps with 180° and 360° rotations.

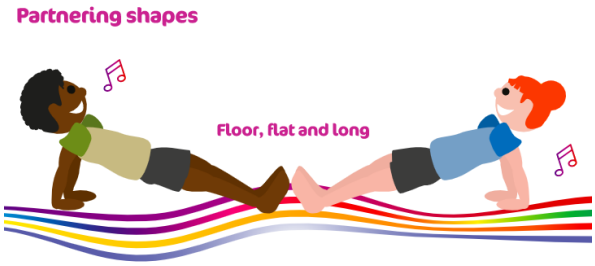


Partnering (Shapes)
I can:
-Create standing and floor shapes in contrast to my partner's
- With our body parts crossing over.
-Travel between shapes in unison



Partnering (Circles) I can:
-Turn forwards and backwards through horizontal large arm circle
- and finish away.
- in unison.
- in canon.
Create, in unison, jumps with rotation from a static position.
Partnering (Lifts)* I can:
-Create partner balances
- with hand on shoulder contact.
- facing my partner.
-Create and support jumps
- with hand to elbow contact.
- with hands on waist and shoulders in contact.
- facing my partner.
- with 2-feet take-off and landing

Partnering (Shapes)
I can:
-Create standing and floor shapes - opposite and entwined with my partner.
- in close contact but without touching.
- Incorporate jumping when travelling between shapes
- in canon.



Partnering (Circles)
I can:
Create movement and turn forwards and backwards through horizontal and vertical large arm circle and semi-circle
- in unison.
- finishing in partner shapes.
- Create jumps from foot circles
- jumping in unison.
Partnering (Lifts)* I can:
-Create partner balances leaning away from each other with hand
-to-hand contact.
Create and support jumps with hand to elbow contact - facing each other.
- using a 2-foot take-off and landing, with 180° rotation.

Artistry (Abstraction)*

I can:

-Create 2 ways of moving linked to the silk - using both hands at the same time.

- connected to standing shapes.

Artistry (Musicality)* I can:

-Create shapes and movements to express how the music makes me feel

-following 1 instrument. - following a story with movement.

Artistry (Making)

I can:

-Create a sequence of 4 moves with some being different to my partner's

Artistry (Abstraction)

I can:

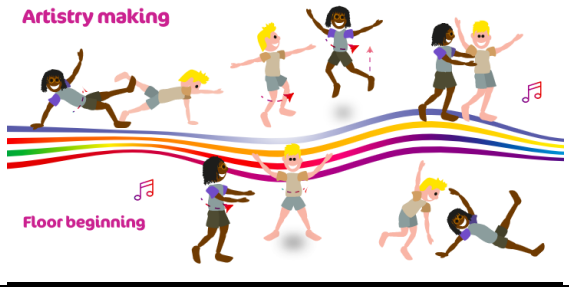
- Create 2 ways of moving linked to the silk
- using 3 or 4 limbs and pausing throughout my movement.
- fluently and without stopping.

Artistry (Musicality)* I can:

- Create shapes, circles and silk movements to
- express the music.
- change my moves so they match different music.

Artistry (Making) I can:

- Create a sequence of 5 static and dynamic moves
- in contrast to my partner's.
- using different partner shapes.
- at different levels.
- with different timing



Progression of knowledge

		EYFS	Year 1	Year 2
	Personal :	I can 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 digging deeper look like in PE?

Digging deeper in Physical Education at St Andrew's Infant School

- Children who take part in after school sports clubs with outside agencies and may achieve certificates or 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 are 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

Planning for pupils that are digging deeper

- 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/Digging Deeper

What Looks Like?

Pupils working at Greater Depth/Digging Deeper 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/Digging Deeper

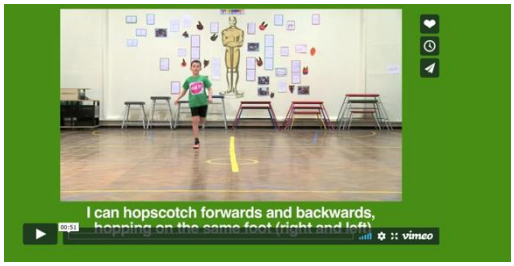
During the 'skill' part of the lesson the children will be introduced to several videos and models. The skills are broken down into colours and each one has a video which demonstrates the skill being completed by a child. Underneath the video is a written description which explains to the pupil how they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

	EXP	GD/Digging deeper
REC		
Year 1		
Year 2		

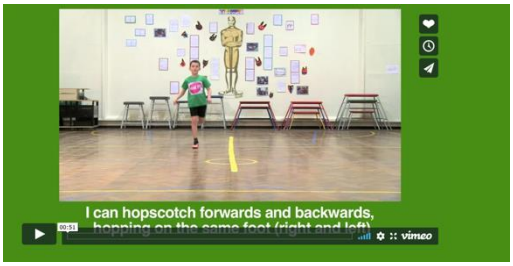
Work Examples

Coordination

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

Work at the Expected Standard	Work showing elements of Greater Depth/Digging Deeper
	

What GD/Digging Deeper looks like in **Year 1**

Work at the Expected Standard	Work showing elements of Greater Depth /Digging Deeper
	

What GD/Digging Deeper looks like in **Year 2**

Work at the Expected Standard	Work showing elements of Greater Depth/Digging Deeper
Picture of Expected	Picture of GD/Digging Deeper

Balance

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

Work at the Expected Standard	Work showing elements of Greater Depth/Digging Deeper
Picture of Expected	Picture of GD/Digging Deeper

What GD/Digging Deeper looks like in **Year 1**

Work at the Expected Standard	Work showing elements of Greater Depth/Digging Deeper

Picture of Expected	Picture of GD/Digging Deeper

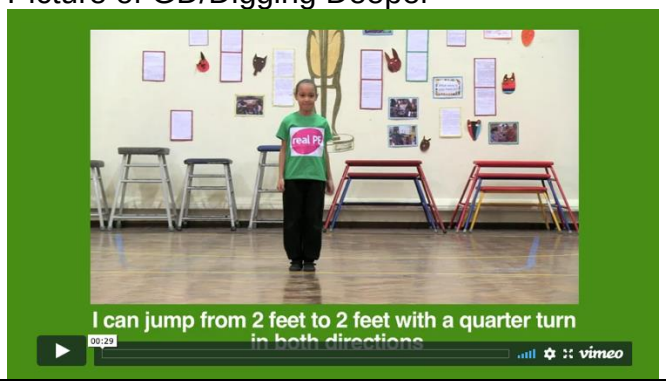
What GD/Digging Deeper looks like in **Year 2**

For each key area

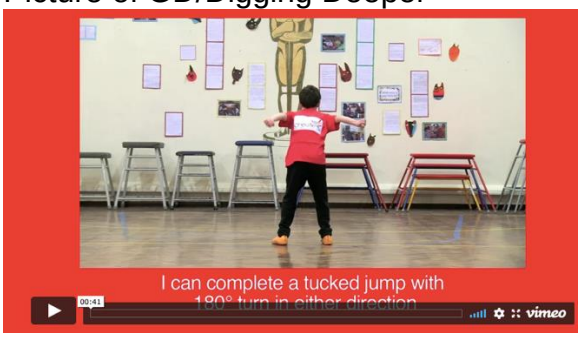
Work at the Expected Standard	Work showing elements of Greater Depth/Digging Deeper
Picture of Expected	Picture of GD/Digging Deeper

<u>Agility</u>

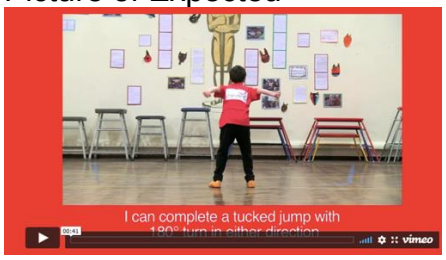
What GD/Digging Deeper looks like in **EYFS/REC**

Work at the Expected Standard	Work showing elements of Greater Depth/Digging Deeper
Picture of Expected	Picture of GD/Digging Deeper 

What GD/Digging Deeper looks like in **Year 1**

Work at the Expected Standard	Work showing elements of Greater Depth/Digging Deeper
Picture of Expected	Picture of GD/Digging Deeper 

What GD/Digging Deeper looks like in **Year 2**

Work at the Expected Standard	Work showing elements of Greater Depth/Digging Deeper
Picture of Expected 	Picture of GD/Digging Deeper

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