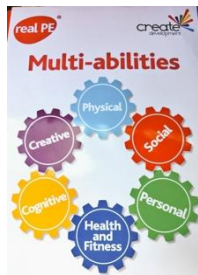




PE at St Andrew's CE VA Infant School

Planning

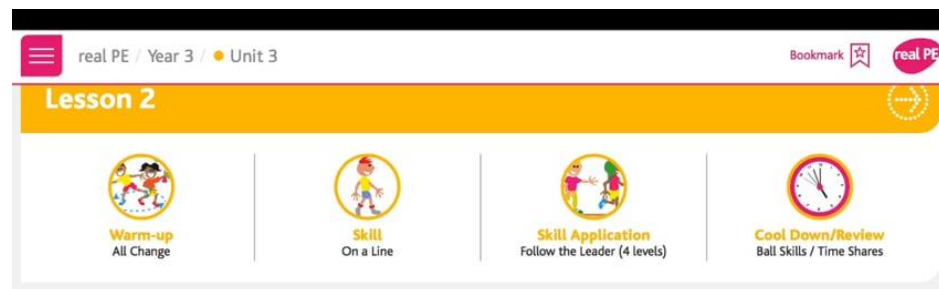
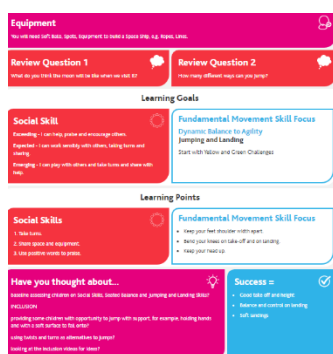
Lesson plans are sourced from the Real PE scheme from EYFS-KS1. Physical Education is taught for two hours each week, at least one lesson is a Real PE lesson as it covers the fundamental skills agility, balance and co-ordination as set out in the **National Curriculum 2014**.



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 all pupils can achieve. The fundamental skills are colour coded (yellow, green, red, blue) and get progressively more difficult. Each colour band explains the skill can be adapted. The skills are adapted physically through time, the use of 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.



Teachers have access to the online portal, which is an interactive lesson plan. The interactive lesson plans are available on the hall laptop and laminated skill cards are available for outdoor lessons. The portal is child friendly and has visuals, sounds and videos to model to pupils the lesson. <https://real.jasmineactive.com/>



Real gym and dance are taught as secondary lesson to support the development 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. Teachers adapt the lessons to the needs of individuals and classes.

Twinkl Move is used to help children to learn how to participate in team games. Pupils learn basic 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 activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. 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, paintbrushes 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.

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.

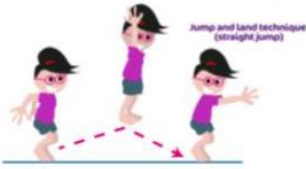

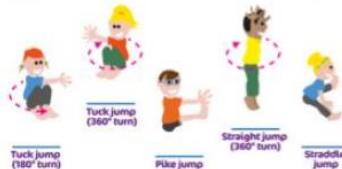
Pupils have access to physical activity at playtimes and lunchtimes. The container is full of resources with age-appropriate toys and resources that organised by teachers at break time and midday supervisors at lunch. The midday supervisors set up games to involve pupils and make playtimes enjoyable. 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 UFSM grant. Pupils are provided with a snack at playtimes each day, usually a piece fruit or a vegetable.

Assessment

Teachers will assess pupils based on the multi-ability skills and fundamental skills, which are, recorded each for unit. 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 required to adapt the lessons for the needs of all learners. The big book is used to capture the skills and vocabulary that pupils have attained and indicate how pupils are meeting Early Learning goals and National Curriculum objectives. At the end of the year the big books are passed onto the next year group teacher, any children that do not meet the expected level in Physical Education should be indicated on Sonar and discussed with the next class teacher.

Unit 2 real gym		Class _____	
Lesson 1	<p>Tricky Shapes</p>  <p>Jump and land technique (Straight jump)</p>	<p>tricker Shapes</p>  <p>Tuck jump Star jump Straight jump (180° turn)</p>	<p>Trickiest Shapes</p>  <p>Tuck jump (180° turn) Tuck jump (360° turn) Pike jump Straight jump (360° turn) Straddle jump</p>
Date			

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. 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 Outcome	1 star Positive outcome Engagement with task High quality work produced Clear understanding of task and purpose	2 star Positive learning environment Defined outcomes Clear and consistent language with check for understanding	3 star Motivated learners Active participation Peer support and encouragement Resilience and persistence
Resources	Clear instructions Clear objectives Clear feedback	Clear instructions Clear objectives Clear feedback	Clear instructions Clear objectives Clear feedback
Activities	Whole group practice Individual practice/feedback	Whole group practice Individual practice/feedback	Whole group practice Individual practice/feedback
Assessment	Observation and discussion Peer feedback	Observation and discussion Peer feedback	Observation and discussion Peer feedback
Reflection	Whole group review Individual reflection	Whole group review Individual reflection	Whole group review Individual reflection
Feedback	Whole group review Individual reflection	Whole group review Individual reflection	Whole group review Individual reflection
Next Steps	Whole group review Individual reflection	Whole group review Individual reflection	Whole group review Individual reflection

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 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.

Lessons in action



Physical Education Syllabus Overview

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

STICKY KNOWLEDGE – PE

Sticky knowledge

		EYFS	Year 1	Year 2
Coordinati on	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.

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.