

## PE

The National Curriculum says:

“A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.”

## INTENT

### Our Vision

At St Alphege it is our vision that all children leave our school physically literate with the developing knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.

At St Alphege we recognise the importance of character education and soft skills which will equip our children with the ability to socially interact effectively. We believe that physical education teaches children to build upon these skills. Children at St Alphege will learn the importance of teamwork, honesty, determination, respect, self-belief, resilience, independence and a passion for learning.

At St Alphege we are also aware of the physical developmental stages children go through throughout their time with us. Our PE curriculum wraps around these stages to support all aspects of their learning. For example, gross and fine motor control activities and how these link to children’s writing.

At St Alphege we also aspire to instil the fundamental social, emotional and mental health building blocks through physical education. We believe that sport and exercise can embed qualities like teamwork, empathy, patience and resilience.

## IMPLEMENTATION

The way we will Achieve our goals at St Alphege will be through providing consistency through monitoring and pupil voice on the following areas:

- Two PE lesson per week that will follow a structure adequate for the EYFS and Key stage 1.
- Sports skills learnt through an imaginative games curriculum.
- Curriculum plans that are inclusive, challenging and supportive.
- Lessons that promote independence and risk taking.
- Opportunities for children to engage in sport through the day (Active Play, Learning through play, Sports Rainbow challenges, wake up shake ups, daily runs)
- Promote spiritual, moral, social and cultural development.
- Prepare opportunities, responsibilities and experiences of life.
- Bringing a solid understanding of sports vocabulary into every lesson.
- Community trips (beach, Duncan downs, stream walk, Whitstable town, Whitstable swimming pool)
- A Cross curricular approach to lesson planning. Meaning reading, writing, maths, science etc is consistent over the terms PE lessons.
- Opportunity for all children to experience sports clubs and competitions.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery	<p><b>Nursery Provide PE opportunities throughout the year in a range of different ways –</b> Just Dance, Sticky kids, Bikes, Dough Disco, Squiggle, Cosmic Yoga, Learning through play continuous provision of sports opportunities, Fine &amp; Gross motor planned activities.</p> <p><b>Skills Nursery will cover –</b> Independence, Climbing, Balance, Competition, Basic rules and instructions, Different ways to move, changing opportunities, Listening skills, Hand eye co-ordination.</p>					
Year R	<p><b>Orientation Unit:</b> <b>Creative Movement</b> Dressing and Undressing, Spatial awareness, key vocab</p>	<p><b>BEAM</b> Gross motor and core strength</p>	<p><b>BEAM</b> Gross motor and core strength</p>	<p><b>BEAM</b> Gross motor and core strength</p>	<p><b>Gymnastics</b> Balance, co-ordination, safety</p>	<p><b>Team Games</b> Working with others and simple rules</p>
	<p><b>Orientation Unit</b> <b>Creative Movement</b> Gross Motor Skills and core strength Personal and Social skills</p>	<p><b>Balance</b> Static and dynamic</p>	<p><b>Co-ordination</b> Whole body: Jump, hop, skip, run, walk Hand / Eye co-ordination</p>	<p><b>Agility</b> Moving at speed, changing direction Moving in different ways</p>	<p><b>Multiskills</b> Consolidation: Moving in different ways Moving with a ball / object</p>	<p>Fit 'n' Healthy</p>
Year 1	OAA	Dance	Gymnastics	Fit 'n' Healthy	Athletics	Swimming
	<p><b>Multiskills</b> Sending and receiving: Rolling and aiming / Throwing and catching</p>	<p><b>Multiskills</b> overarm and underarm throws Kicking and aiming</p>	<p><b>Games – striking and fielding</b> Hand eye co-ordination; striking, throwing, catching  (Rounders, Cricket, Tennis)</p>	<p><b>Games - net wall</b> Hand eye co-ordination, striking, throwing, catching  (Football, basketball, hockey)</p>	<p><b>Swimming</b></p>	<p><b>Games invasion</b> Tactics - dodging, moving into space, sending to space  (Dodgeball, tag rugby, netball)</p>

Year 2	OAA	Dance	Gymnastics	Fit 'n' Healthy	Yoga	Athletics
	<b>Swimming</b>	<b>Swimming</b>	Hockey Skills, tactics and rules	Football Skills, tactics and rules	Basketball Skills, tactics and rules	Rounders Skills, tactics and rules

## IMPACT

We aim to improvements in the quality of PE and sport against 5 key indicators:

1. The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people engage in at least 60 minutes of physical activity a day of which 30minutes should be in school.
2. The profile of PE and sport being raised across the whole school as a tool for whole school improvement.
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport.
4. Broader experience of a range of sports and activities offered to all pupils.
5. Increased participation in competitive sport.

### Early Years

By the end of EYFS children will be able to:

- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Children show good control and co-ordination in large and small movements.
- They move confidently in a range of ways, safely negotiating space.

### Key Stage 1

By the end of KS1 pupils will learn 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, following instructions and work collaboratively with others.
- Interpret music to express a mood or feeling in relation to their dance.
- Plan and perform a sequence of movements.
- Recognise their strengths and improve their performance upon feedback.

- Follow rules, instructions and directions.
- An understanding of the importance of warm ups, cool downs, breathing and the physical and mental effects of physical activity.