

# Girnhill Infant School



*'Where everyone is valued and futures matter'*

## Physical Education

EYFS

### Characteristics of Effective Learning:

#### Playing and Exploring/Engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

#### Active Learning/Motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

#### Creating and Thinking Critically/Thinking

- Having their own ideas
- Making links
- Choosing ways to do things

Intent

Implementation

Impact

<p><b>At Girnhill:</b></p> <ul style="list-style-type: none"> <li>• Children will be introduced to subject specific vocabulary used for physical education.</li> <li>• Children will use subject specific vocabulary to talk about physical education.</li> <li>• Children will use subject specific vocabulary and definitions appropriate for physical education.</li> <li>• Children will interpret and present likes a sportsperson.</li> <li>• Children will learn, work and talk like a sportsperson.</li> </ul> <p><b>Planning:</b> Physical Education is planned using Early Years Foundation Stage Development Matters, Chris Quigley Key Skills and physical education progression grids. This is to ensure a considered sequence of experiences including subject specific vocabulary, knowledge, physical education skills, ideas and evaluation.</p> <p><b>Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Children show good control and co-ordination in large and small movements. They move confidently</li> </ul>	<p>Our PE curriculum enables children to become a developing geographer through high quality provision, which includes:</p> <p><b>Teaching sequence:</b> Planning and delivery follows Rosenshine's Principles in action -</p> <ol style="list-style-type: none"> <li>1. Daily review</li> <li>2. Present new material in small steps</li> <li>3. Ask questions</li> <li>4. Provide models</li> <li>5. Guide student practice</li> <li>6. Check for pupils understanding</li> <li>7. Obtain a high success rate</li> <li>8. Provide scaffolds for different tasks</li> <li>9. Independent practice</li> <li>10. Weekly and monthly review</li> </ol> <p><b>Teaching:</b> Children are taught a range of PE techniques and skills in explicit taught sessions. Children are taught to practise, use and apply these skills independently and collaboratively throughout their learning environment.</p>	<p><b>Outcomes:</b> Children demonstrate their understanding of key vocabulary through pupil voice evident during lesson observations and working folders. Pupil voice focuses on the 'knowing more and remembering more' principle.</p>
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in a range of ways, safely negotiating space.

- Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

**Research:**

Closing the vocabulary gap:

- Between birth and 48 months, professional parents speak 32 million more words to children than those from disadvantaged families - herein lies the vocabulary gap.
- Vocabulary size at 28 months equates to linguistic and cognitive ability at age 8.
- Vocabulary at 5 - 7 is a direct predictor of comprehension 10 years later.

Rosenshine's principles in action:

- Conceptual information initially enters our working memory. Working memory is rather small and only small amounts of information

Children develop their subject specific vocabulary (generic and content based) through explicit teaching of vocabulary and definitions.

Children develop understanding of key concepts and vocabulary through exposure to a range of fiction and non-fiction subject specific texts.

**Learning Environment:**

Learning environments and working walls focus on the skills and subject specific vocabulary. Children use these to support their learning and development. Reach questioning enables children to be challenged and ensures teaching and learning is planned and pitched appropriately.

**Provision & Resources:**

Children have a range of PE resources for both indoors and outdoors readily available to explore and investigate within their environment.

**Staff Knowledge:**

Staff have produced and developed EYFS skills continuums for Physical education skills. These are evident in provision and

can be absorbed at once. New information is only moved from working memory to long-term memory if we can connect it to knowledge that we already have (our schema). As a result of this, prior knowledge is a major factor in our capacity to learn new information therefore a specific teaching sequence needs to be implemented based upon daily, weekly and termly review.

support staff in resourcing, enhancing and providing children with necessary learning opportunities to move learning forwards.

**Assessment:**

Children are assessed against the Physical Development Early Learning Goals. Children are assessed at 'Emerging', 'Expected' or 'Exceeding' standard.

# Key Skills in the Early Years

Personal, social and emotional development	Communication and language	Physical development	Literacy	Mathematics	Understanding of the world	Expressive arts and design
<p><b>Making relationships</b></p> <p>Play cooperatively, taking turns.</p> <p>Listen to the ideas of others.</p> <p>Show sensitivity to others.</p> <p>Form positive relationships.</p> <p><b>Self-confidence and self-awareness</b></p> <p>Try new activities with confidence.</p> <p>Speak to others.</p> <p>Ask for help.</p> <p><b>Managing feelings and behaviour</b></p> <p>Talk about feelings.</p> <p>Talk about behaviour.</p> <p>Describe behaviour that is wrong.</p> <p>Work as part of a group or class.</p> <p>Follow rules.</p> <p>Adapt behaviour for the situation.</p> <p>Accept changes to routine.</p>	<p><b>Listening and attention</b></p> <p>Listen attentively.</p> <p>Anticipate key events.</p> <p>Make relevant responses.</p> <p>Give attention to others.</p> <p><b>Understanding</b></p> <p>Follow instructions.</p> <p>Answer 'how' and 'why' questions about events.</p> <p><b>Speaking</b></p> <p>Can express ideas to an audience.</p> <p>Describe events in the past, present and future.</p> <p>Develop narratives and explanations.</p>	<p><b>Moving and handling</b></p> <p>Show good coordination (large and small scale).</p> <p>Move confidently.</p> <p>Negotiate space.</p> <p>Handle equipment and tools.</p> <p><b>Health and self-care</b></p> <p>Understand the importance of exercise and diet for good health.</p> <p>Talk about ways to keep healthy and safe.</p> <p>Dress independently.</p> <p>Wash independently.</p> <p>Go to the toilet independently.</p>	<p><b>Reading</b></p> <p>Read and understand simple sentences.</p> <p>Use phonic knowledge to decode regular words.</p> <p>Read some common, irregular words.</p> <p>Demonstrate to others an understanding of reading.</p> <p><b>Writing</b></p> <p>Use phonic knowledge to write words.</p> <p>Write some irregular common words.</p> <p>Write simple sentences.</p> <p>Spell some words correctly.</p> <p>Spell some words in a phonetically plausible way.</p>	<p><b>Numbers</b></p> <p>Count reliably with numbers from 1 to 20.</p> <p>Place numbers from 1 to 20 in order.</p> <p>Represent numbers.</p> <p>Add and subtract.</p> <p>Solve problems.</p> <p><b>Shape, space and measure</b></p> <p>Use measurements.</p> <p>Recognise, create and describe patterns.</p> <p>Describe objects and shapes.</p>	<p><b>People and communities</b></p> <p>Talk about past and present events.</p> <p>Show sensitivity to the likes and dislikes of others.</p> <p>Know the similarities and differences between themselves and others.</p> <p><b>The world</b></p> <p>Learn in familiar places.</p> <p>Observe and describe environments.</p> <p><b>Technology</b></p> <p>Recognise the uses of technology.</p> <p>Use technology for a purpose.</p>	<p><b>Exploring and using media and materials</b></p> <p>Sing songs.</p> <p>Make music.</p> <p>Dance.</p> <p>Use tools and materials safely.</p> <p><b>Being imaginative</b></p> <p>Use media and materials imaginatively.</p> <p>Represent ideas, thoughts and feelings through design, technology, art, music, dance, role-play and stories.</p>

# Moving and handling

	22–36 months	30–50 months	40–60+ months
Show good coordination (large and small scale)	<ul style="list-style-type: none"> <li>Run safely on whole foot.</li> <li>Squat with steadiness to rest or play with object on the ground, and rise to feet without using hands.</li> </ul>	<ul style="list-style-type: none"> <li>Mount stairs, steps or climbing equipment using alternate feet.</li> <li>Walk downstairs, two feet to each step, whilst carrying a small object.</li> <li>Can stand momentarily on one foot when shown.</li> <li>Can catch a large ball.</li> </ul>	<ul style="list-style-type: none"> <li>Jump off an object and land appropriately.</li> <li>Show increasing control over an object when pushing, patting, throwing, catching or kicking it.</li> </ul>
Move confidently	<ul style="list-style-type: none"> <li>Walk upstairs or downstairs holding onto a rail.</li> </ul>	<ul style="list-style-type: none"> <li>Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with different ways of moving.</li> <li>Travel with confidence and skill around, under, over and through balancing and climbing equipment.</li> </ul>
Negotiate space	<ul style="list-style-type: none"> <li>Climb confidently and begin to pull themselves up on climbing equipment.</li> <li>Can kick a large ball.</li> </ul>	<ul style="list-style-type: none"> <li>Run skillfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.</li> </ul>	<ul style="list-style-type: none"> <li>Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> </ul>

# Health and self-care

<p>Understand the importance of exercise and diet for good health</p> <p>Talk about ways to keep healthy and safe</p> <p>Dress independently</p>	22–36 months	30–50 months	40–60+ months
	<ul style="list-style-type: none"> <li>• Feed themselves competently with spoon.</li> <li>• Drink well without spilling.</li> </ul>	<ul style="list-style-type: none"> <li>• Can tell adults when hungry or tired or when they want to rest or play.</li> <li>• Observe the effects of activity on their bodies.</li> </ul>	<ul style="list-style-type: none"> <li>• Eat a healthy range of foodstuffs and understand the need for variety in food.</li> <li>• Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> </ul>
	<ul style="list-style-type: none"> <li>• Begin to recognise danger and seek support of significant adults for help.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that equipment and tools have to be used safely.</li> </ul>	<ul style="list-style-type: none"> <li>• Show an understanding of the need for safety when tackling new challenges, and consider and manage some risks.</li> <li>• Practise some appropriate safety measures without direct supervision.</li> <li>• Show understanding of how to transport and store equipment safely.</li> </ul>
	<ul style="list-style-type: none"> <li>• Help with clothing, e.g. put on hat, unzip zipper on jacket, take off unbuttoned shirt.</li> </ul>	<ul style="list-style-type: none"> <li>• Dress with help, e.g. put arms into open-fronted coat or shirt when held up, pull up own trousers, pull up zipper once it is fastened at the bottom.</li> </ul>	<ul style="list-style-type: none"> <li>• Dress independently.</li> </ul>

# Physical Education

KS1

**Aims:**

- 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

Intent	Implementation	Impact
<p><b>At Girnhill:</b></p> <ul style="list-style-type: none"> <li>• Children will be introduced to subject specific vocabulary around physical education.</li> <li>• Children will use subject specific vocabulary to talk about physical education.</li> <li>• Children will use subject specific vocabulary and definitions that around physical education.</li> <li>• Children will research, interpret and present like a sportsperson.</li> <li>• Children will learn, work and talk like a sportsperson.</li> </ul> <p><b>Planning:</b></p>	<p>Our geography curriculum enables children to become a developing geography through high quality provision, which includes:</p> <p><b>Teaching sequence:</b>            Planning and delivery follows Rosenshine's Principles in action -</p> <ol style="list-style-type: none"> <li>1. Daily review</li> <li>2. Present new material in small steps</li> <li>3. Ask questions</li> <li>4. Provide models</li> <li>5. Guide student practice</li> <li>6. Check for pupils understanding</li> <li>7. Obtain a high success rate</li> <li>8. Provide scaffolds for different tasks</li> </ol>	<p><b>Outcomes:</b></p> <p>Children demonstrate their understanding of key vocabulary through pupil voice evident during lesson observations and working folders. Pupil voice focuses on the 'knowing more and remembering more' principle and this is also evident through learning journey books.</p>

Physical Education is planned using KS1 National Curriculum programmes of study, Physical Education progression grids. This is to ensure a considered sequence of experiences including subject specific vocabulary, knowledge, physical education skills, ideas and evaluation.

**Research:**

Closing the vocabulary gap:

- Between birth and 48 months, professional parents speak 32 million more words to children than those from disadvantaged families - herein lies the vocabulary gap.
- Vocabulary size at 28 months equates to linguistic and cognitive ability at age 8.
- Vocabulary at 5 - 7 is a direct predictor of comprehension 10 years later.

Rosenshine's principles in action:

- Conceptual information initially enters our working memory. Working memory is rather small and only small amounts of information can be absorbed at once. New information is only moved from

- 9. Independent practice
- 10. Weekly and monthly review

**Teaching:**

Children are taught a range of Physical Education skills in explicit taught sessions. A series of lessons will follow a specific teaching sequence that allows children to focus on a specific skill, considering the subject specific vocabulary, practising the taught skill, applying the taught skill and evaluating learning using the subject specific vocabulary.

Children develop their subject specific vocabulary (generic and content based) through explicit teaching of vocabulary and definitions.

Children develop understanding of key concepts and vocabulary through exposure to a range of fiction and non-fiction subject specific texts.

**Learning Environment:**

Learning environments and working walls focus on the skills and subject specific vocabulary. Children use these to support their learning and development. Children will access learning in both whole class and small group tasks.

working memory to long-term memory if we can connect it to knowledge that we already have (our schema). As a result of this, prior knowledge is a major factor in our capacity to learn new information therefore a specific teaching sequence needs to be implemented based upon daily, weekly and termly review.

Reach questioning will be used and enables children to be challenged and ensures teaching and learning is planned and pitched appropriately.

**Knowledge Organisers :**

These provide a clear guide to key vocabulary and facts both to use in school and at home.

**Class Learning Journey Big Book :**

Regular opportunities to revisit learning through the class learning journey books are planned to recall knowledge and make connections on a regular basis.

**Enrichment:**

Enrichment opportunities are carefully selected to enhance learning opportunities for children by demonstrating real life contextual understanding of art and design to enable children to become artists.

**Resources:**

Children have access to a range of art and non-art materials to develop and enhance their art and design skills in line with the art progression grids. In addition to this, children have access to a wide range of

	<p>subject specific texts to support key concepts and ideas.</p> <p><b>Assessment:</b>  Children are assessed by their use of the subject specific vocabulary (video footage, pupil voice and child's use of language), evidence of the making process and evidence of the final piece of work.</p>	
<p><b>Curriculum:</b></p> <p>Key stage 1 Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>		

<ul style="list-style-type: none"><li>• participate in team games, developing simple tactics for attacking and defending</li><li>• perform dances using simple movement patterns.</li></ul>		
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