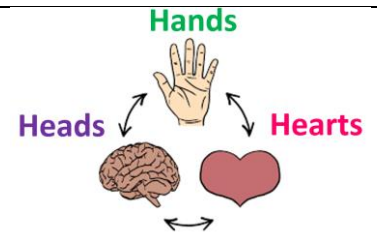


# PE here at Eversley

*"Sport is friendship. Sport is health. Sport is education. Sport is life. Sport brings the world together". Juan Antonio Samaranch (Former President of the IOC)*



"High-quality PE is an entitlement for all pupils, regardless of their starting points or their prior experiences of sport and physical activity." Ofsted, March 2022.

At Eversley Primary School we encourage our children to appreciate the importance of having a healthy body and understand the factors that affect health and well-being. Our aim is for all children to leave Eversley Primary School with the skills, confidence, knowledge and enthusiasm for a lifelong participation in physical activity and sport.

## During EYFS at Eversley

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.

## During Key Stage 1 at Eversley

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. Pupils should 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.

## During Key Stage 2 at Eversley

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best. Physical education – key stages 1 and 2 3 Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:
  - swim competently, confidently and proficiently over a distance of at least 25 metres
  - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
  - perform safe self-rescue in different water-based situations.

<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• The school's curriculum maps show the units to be covered each term.</li> <li>• There is a medium-term plan for each unit of work outlining the learning objectives and coverage for each lesson.</li> <li>• Plans for PE sessions offer scaffolded learning for children of all abilities, including children with SEND needs, and how those new to English will access the content.</li> <li>• The PE plans follow our 'Heads, Hearts, Hands' approach to teaching PE to contribute to the holistic development of our children: <ul style="list-style-type: none"> <li>○ Heads: 'Thinking Me' – understanding, analysis, rules, tactics, feedback.</li> <li>○ Hearts: 'Social Me' - communication, teamwork, confidence, resilience, encouragement.</li> <li>○ Hands: 'Physical Me' – fitness levels, techniques, skills, physical ability.</li> </ul> </li> </ul>	<p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>• Teachers follow a teaching and learning cycle that includes Games, Dance and Gymnastics in KS1, developing into Invasion Games, Striking and Fielding, Net/Wall Games, Dance, Gymnastics, Athletics, Outdoor Adventurous Activities (OAA) and Swimming for KS2.</li> <li>• As part of our teaching, we encourage our children to reflect on the different aspects of PE. 'Heads, Hearts, Hands' is used to encourage the children to</li> <li>• Relevant subject specific vocabulary is explicitly taught and used in discussion and reasoning.</li> <li>• Children work individually, in pairs and in groups of various sizes to form teams within each unit.</li> <li>• Teachers are expected to demonstrate and model healthy lifestyles and wear sports clothing appropriate for teaching practical lessons.</li> </ul>
<p><b>Marking and feedback</b></p> <p>Pupils are given regular feedback throughout lessons to ensure continuous improvement. This can be in the form of:</p> <ul style="list-style-type: none"> <li>• Peer- and self-assessment</li> <li>• Oral feedback</li> <li>• Video assessment</li> </ul>	<p><b>Resourcing and display</b></p> <ul style="list-style-type: none"> <li>• Resources are centrally stored in two PE cupboards (KS1 and KS2) and kept organised by class teachers and Sports Leaders.</li> <li>• There are displays in the halls reminding children of our 'Heads, Hearts, Hands' approach to teaching the subject.</li> <li>• There is a display to remind the pupils of the areas of PE covered in KS1 (Games, Dance, Gymnastics) and KS2 (Games - Invasion Games, Net/Wall Games, Striking and Fielding -, Dance, Gymnastics, Athletics, OAA, Swimming).</li> <li>• Displays demonstrating key vocabulary and excellent practice for Dance and Gymnastics.</li> </ul>
<p><b>Assessment</b></p> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• AFL is used within each lesson to establish next steps for pupils.</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• Following each unit of work, teacher assessed records are kept to identify children working above, at or below age related expectations.</li> <li>• Assessments are used to inform teachers of necessary target groups.</li> </ul> <p><b>EYFS:</b></p> <ul style="list-style-type: none"> <li>• Teachers and key workers make observations regarding the pupils' development in this subject.</li> </ul>	<p><b>Monitoring</b></p> <p>Monitoring is undertaken by the subject leader and SLT during the school year. This will include:</p> <ul style="list-style-type: none"> <li>• learning walks during PE lessons.</li> <li>• monitoring of assessments and picture/video evidence</li> <li>• conferencing with pupils and discussions about their skills and performance</li> </ul>