



Intent, Implementation and Impact Document

Subject: Physical Education

CURRICULUM INTENT

EYFS

At Overstone our intent for EYFS Physical Education is to provide opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food. children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively.

Here are some of the key benefits of physical activity for young children:

- Builds confidence and improves social skills
- Strengthens muscles and bones
- Helps to develop coordination
- Enhances concentration and learning, which increases productivity and success
- Makes children feel good and elevates their mood
- Inspires positivity and encourages tolerance
- Helps to relieve stress and maintain mental and emotional wellbeing
- Improves sleep and energy levels

Outcomes

Through play pupils will develop their understanding of what they can do with their body. They will replicate and perform large body movements as well as small intricate movements.

Personal Outcomes

Through PE pupils will learn to work on their own and with others, they will be creative, imaginative and develop their language and communication skills as well as key cognitive and meta cognitive skills.

Key Stage 1/Key Stage 2

Ensuring young people have access to the right amount of daily activity can have wider benefits for pupils and schools, improving behaviour as well as enhancing learning and academic achievement. Sport has also been identified by the Department for Education as one of the five foundations for building character, helping young people develop resilience, determination and self-belief, and instilling values and virtues such as friendship and fair play. These values along with skills are reinforced through the use of the REAL PE scheme. It can help children and young people to connect with their peers, tackling loneliness and social isolation and building stronger communities.

At Overstone intend to offer a high-quality physical education curriculum that inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides 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. All young people should have the opportunity to live healthy and active lives. Sport and physical activity improve our children's physical and mental wellbeing, and help them to develop important skills like teamwork and leadership. A positive experience of sport and physical activity at a young age can build a lifetime habit of participation.

KEY STAGE 1

KS1-Outcomes

Through structured play and PE, pupils will develop problem solving skills through fundamental movement skills. They will learn to work in both cooperative and competitive challenges.

KS1-Personal Outcomes

Through PE, pupils will develop their understanding of playing with others, learning to demonstrate honesty and courage and playing with gratitude fairness and empathy

KEY STAGE 2

LKS2 Outcomes

Through PE pupils will develop their fundamental sports skills. They will learn to link skills to form movement patterns.

LKS2 Personal Outcomes

Through PE pupils will play with integrity and trust, learn to respect others and try to understand why things happened the way they did.

UKS2 Outcome

Through PE pupils will continue to develop their fundamental sports skills and will apply them to specific sports and activities. They will be able to evaluate and improve performance.

UKS2 Personal Outcomes

Through PE pupils will develop their self-motivation and discipline and show that they are responsible. They will demonstrate communication skills through encouraging others, making decisions, being able to solve problems along with being reflective.



Transition

Our Physical Education teaching is mapped out in the progression document and ensures that the transition between phases is smooth. Accurate assessment of children allows teachers to hand over information and for information to be passed on to other settings where needed. Physical Education engagement is passed on as part of a robust secondary transition.

CURRICULUM IMPLEMENTATION

EYFS

Teaching of Physical Education development in foundation stage is done through high quality provision against the Early Learning Goals. Groups and individuals are targeted as needed as part of continuous provision.

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. 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.

Key Stage 2

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.

CURRICULUM IMPACT

EYFS

Observations/ Drop in / Learning Walk:

Observations of pupils ongoing access to selecting and using resources and developing their PE skills through exploration to be monitored termly. Alongside this, pupils to be given the opportunity to talk about their developing PE skills and work they have learnt. To reflect 'pupil voice' for this subject.

Collection of evidence of pupils learning through photographs on Target Tracker to be part of this also.

Policy Review: Review to be conducted as and when required – ensuring links to EYFS Exceeding outcomes.

Staff / Pupil Voice: Pupil voice to be part of Observations/Drop in/Learning Walk and fed back to staff.

Assessment: Ongoing assessment using EYFS Assessment tool.

Key Stage 1 & Key Stage 2

Observations/ Drop in / Learning Walk: One of these to be carried out termly. Alongside this, pupils to be given the opportunity to talk about their developing PE skills and what they have learnt. This will reflect 'pupil voice' for this subject and be used to move the subject forward with the pupil's ideas/ gaps in learning being incorporated. Pupil/Teacher discussion of photos in KS2 to be part of Observations/ Drop in / Learning Walks.

Policy Review: Review to be conducted as and when required.

Staff / Pupil Voice: Pupil voice to be part of Observations/Drop in/Learning Walk and fed back to staff.

Assessment: Assessment of PE to be monitored throughout the year and provide information for pupil's transition into new year group/key stage – using target tracker. Progression of skills document to be used by teacher's for assessment of skill coverage within their year group/key stage.