

# Physical Education



## Intent

At Butler's Hill we want our pupils to be fit and healthy pupils who are motivated to lead active lifestyles. We strive to provide a curriculum which inspires an generation who can demonstrate the values of respect, fairness and co-operation. Our P.E provision ensures that pupils have access to well-structured lessons which are active, progressive and build up skills and knowledge from the Early Years to Year 2. We hope to give every child the opportunity to develop the fundamental skills necessary to access and enjoy a range of sports and games which can be built upon in KS2. It is our intention to develop a lifelong love of sport and physical activity in our young pupils and we pride ourselves on ensuring that all pupils have the provision and support they need to achieve any goals and aims they set for themselves.

## Implementation

As an infant school, one of our main aims is to ensure our pupils are equipped with the fundamental skills which they need for their physical development but so they have the opportunities to apply these skills in different sports and experiences. We have designed our curriculum to ensure that pupils access at least 3 areas of P.E. These include Gymnastics, Dance and Multi-skills / Games. The curriculum has been mapped out so pupils can build on these areas as they progress into each year group. We follow Complete P.E which provides in depth planning, resources, CPD and assessment tools.

Each area of P.E is taught in blocks of at least 6 lessons which are both progressive and engaging. We use Complete P.E as a planning tool to help **all** staff deliver P.E lessons which incorporate all the elements of a high quality P.E lesson. As part of staff CPD and experience for pupils, we employ a coach from Premier Sports who attends every Friday. Our curriculum is mapped to ensure all pupils in school are taught by the coach for at least **one full term**. The area of P.E the coach teaches depends on staff's CPD requirements that year. In recent years, dance training was high on the agenda.

Pupils in KS1 access two 1 hour P.E lessons a week. Pupils in F2 access one P.E lesson each week but staff plan to ensure their outdoor provision allows pupils to develop their fine and gross motor skills. Pupils are encouraged to learn skills in the outdoor areas such a climbing, running and dodging obstacles, throwing, kicking, catching, riding a bike with control: the opportunities are endless.

Additionally, pupils in Y2 also receive 7 weeks of swimming lessons taught by NCC school swimming services. Pupils gain so much from these sessions and historically all pupils have demonstrated fantastic progress.

Additional to our main curriculum map, pupils also have the opportunity to gain skills and knowledge through exciting sporting activities including cultural dances, yoga, boccia, judo, archery, and even fencing!

Pupils at Butler's Hill have opportunities to be active for a minimum of 30 minutes per day, which according to the DfE is the recommended time for pupils. This is extended to 60 physical minutes for the hours out of school. Therefore pupils are encouraged to be active out of P.E curriculum time and staff plan in opportunities for pupils through handwriting (dough disco), active warm ups for English and Maths, music sessions, brain breaks as well as active playtimes and lunchtimes. Opportunities for pupils to apply skills learnt in their lessons are available at playtimes. Each day in the 'active zone' a member of staff leads an activity e.g hockey skills, basketball, competitive skipping etc. This is also extended to lunchtimes with the element of 'play leaders' who are there to select equipment.

Currently, pupils are assessed after each unit and tracked on Insight. Pupils who are identified as falling behind are assessed and carefully monitored. Support is put in place for them, included targeted intervention time, afterschool clubs, or support in lesson time.

To extend this love of physical activity in our pupils we provide at least 2 afterschool clubs each week. Pupils can benefit from dance, gymnastics, football, archery, boccia, and table tennis\*\*. Our afterschool clubs always have a high uptake so we are currently looking at ways to extend this.

\*\*These do not all take place at the same time, rather throughout the year.

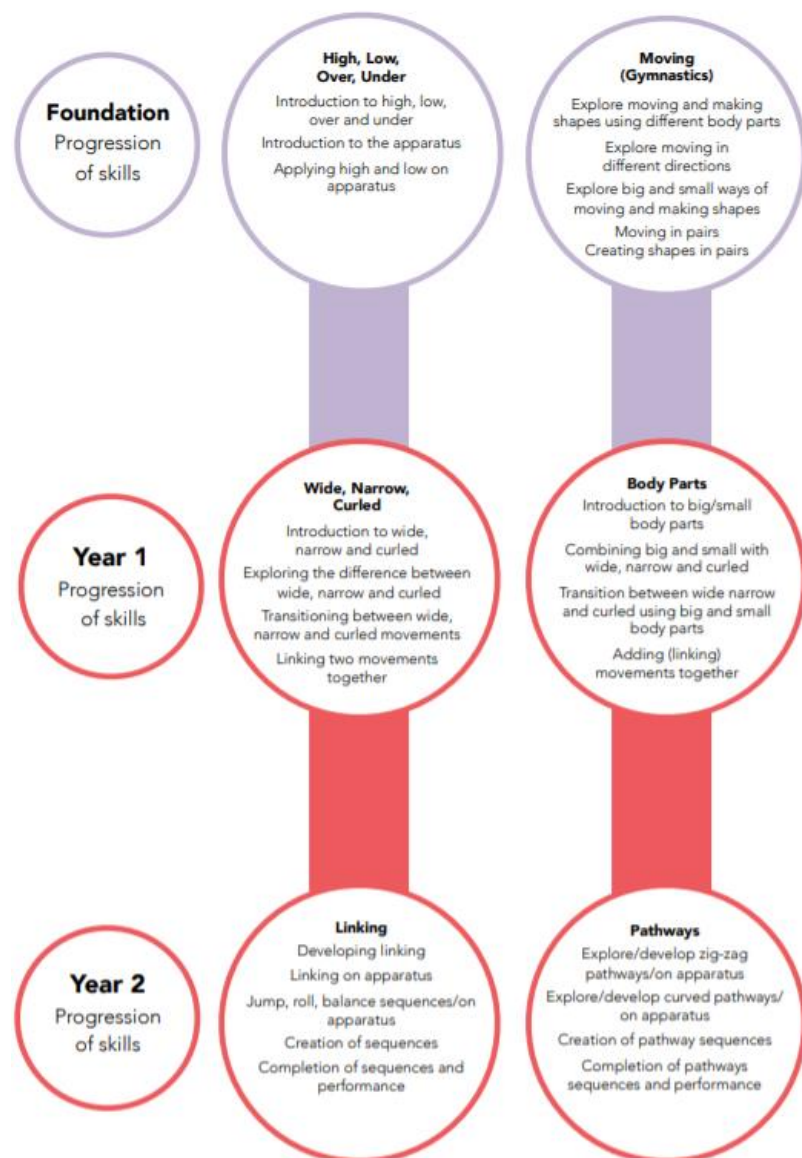
<p><b>Aims and Values</b>  <b>Caring, creative &amp; Confident Values</b></p> <ul style="list-style-type: none"> <li>• Respectful</li> <li>• Responsible</li> <li>• Resilient</li> </ul>	<p><b>Enrichment opportunities</b>          Healthy Living Weeks / Sport Days – judo, Boccia, Archery, Yoga, Cultural dance, Tri-Golf, Fencing          School Games competitions with schools from the local area          School swimming programme          School trips</p>	<p><b>Assessment/sticky knowledge</b>          Assessment is based on teachers ongoing AfL. Teachers will make a judgement at the end of each unit as to whether the skills have been secured and this will be tracked on insight / complete P.E.          Assessment may be shown through pupils's demonstrations, evidence of the application of skills taught, video evidence or questioning.          Planning is progressive and builds upon the skills taught in the previous year. Pupils have the opportunity to show recall the skills learnt and teachers would use ongoing AfL to adapt planning and teaching.          Displays with 'I can' statements are in the hall which allows teachers to recap on previous learning, hence providing sticky knowledge / skills.</p>
<p><b>Concepts</b>          Competence          Participation          Strategy</p>	<p><b>Local community links</b>          School Games competitions with schools from the local area          Everyone active links          Links with Broomhill          Links with other schools (Beardall Fields)</p>	<p><b>Cross Curricular Links</b>  <b>Science</b> – How to keep our bodies fit and healthy with food and exercise.  <b>PSHE</b> – Pupils have opportunity to recognise things they're good at, skills they have acquired, hobbies, setting goals &amp; targets  <b>Values</b> – All values covered through P.E &amp; opportunities to demonstrate these are prevalent  <b>English</b> – Speaking, listening and communication skills  <b>Geography</b> – knowledge of where specific sports originate from  <b>School Aims</b> – opportunities for pupils to try different sports throughout the year to widen their choices &amp; to aim high</p>



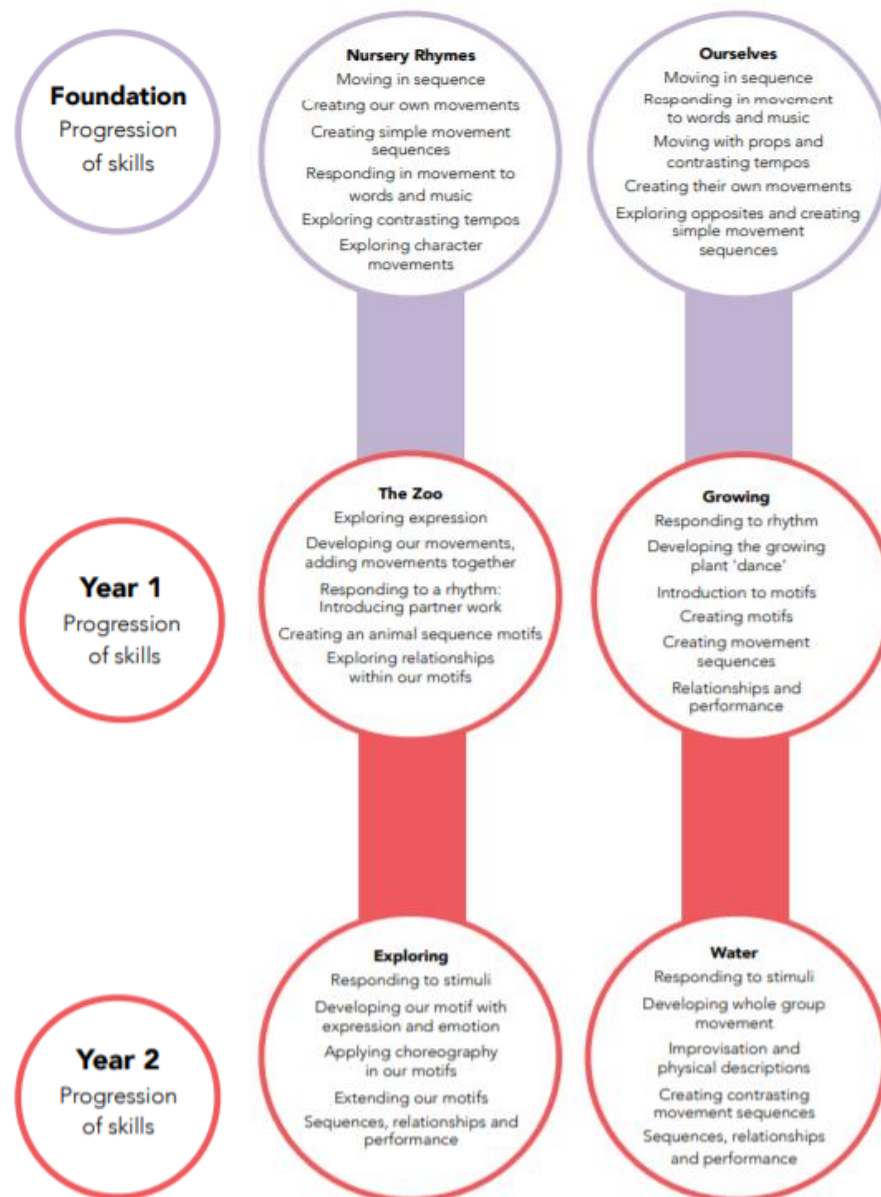
## Progression of Skills F2-Y2



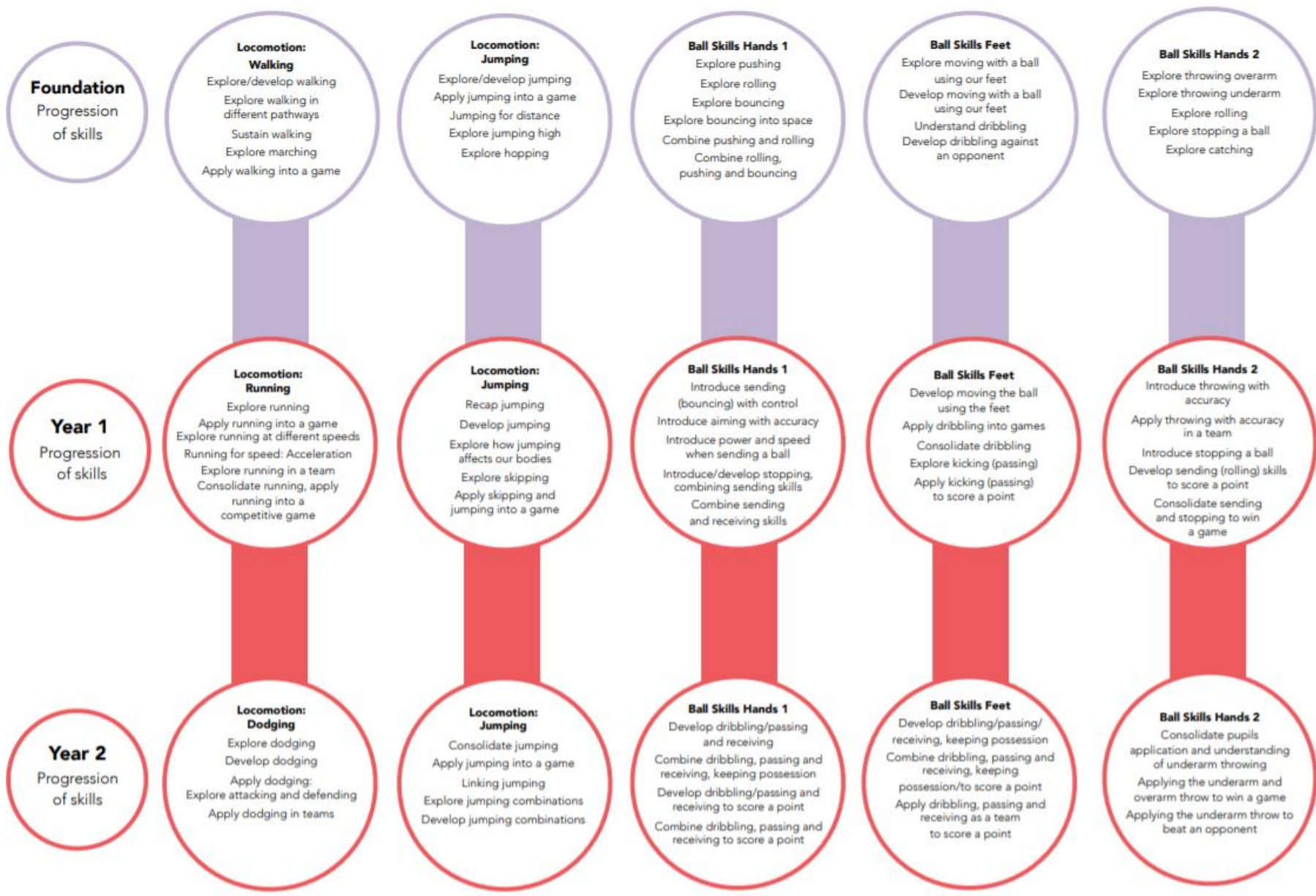
### Gymnastics



### Dance



# Multiskills /Fundamental Movement



# Games



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Fundamentals	Gymnastics	Gymnastics	Multiskills / Ball skills	Multiskills / Ball Skills	Dance
Year 1	Gymnastics / Dance	Gymnastics / Dance	Multiskills / Ball skills	Multiskills / Ball Skills & Games	Fundamentals	Games Athletics
Year 2	Dance / Multiskills	Gymnastics / Multiskills	Gymnastics / Swimming / Games	Swimming / Games	Swimming / Multiskills / Fundamentals	Swimming / Fundamentals / Athletics

	Subject specific vocabulary – Taken from Complete PE		
	Dance	Gymnastics	Multiskills / Games
EYFS	Beat, moving, control, rhythm, timing, sequence, tempo, opposite,	Shapes, high, low, over, under, apparatus, transition, big, small,	Attacker, defender, space, opponent, dribbling, control, bouncing, rolling, pushing, aiming, distance, power, throwing, catching, rolling, stopping, rules, tagging, sharing
Year 1	Beat, moving, control, rhythm, timing, sequence, tempo, opposite, motif, sequence, expression,	Wide, narrow, curled, transition, interesting, linking, big, small,	Attacker, defender, space, opponent, dribbling, control, passing, dribbling, accuracy, power, batter, fielder, opponent, aiming, throwing, catching, rolling, rules, tactics,
Year 2	Beat, moving, control, rhythm, timing, sequence, tempo, opposite, motif, sequence, expression, expression, choreography, unison, motif,	Linking, flow, transition, jump, roll, sequence, zig zag, curved,	Attacker, defender, space, opponent, dribbling, control, passing, possession, team, dribbling, accuracy, power, chest pass, batting, fielder, throwing, catching, tactics, transition, team

Knowledge Progression (Core Areas)				
	Gymnastics	Dance	Multiskills / Locomotion	Ball Skills / Games
Nursery	Explore different ways of moving the body freely Explore balancing skills including holding a pose Express themselves by moving spontaneously Use and negotiate available space – exploring high and low Use large muscle movement to wave flags and streamers	Move to different music and sounds Express themselves by moving spontaneously Use and negotiate available space Use a short sequence related to music or rhythm.	Start to run safely Walk up stairs with alternate feet Use feet to scoot on a trike / scooter S	Run skilfully, negotiating space Explore speed and direction to avoid obstacles Take part in group activities in a team Catch and kick a ball
Reception	Explore high, low, over and under movements (on and off apparatus) Explore big and small ways of moving and making shapes Move and create shapes in pairs Move and make shapes using different body parts	Move in sequence – beginning to create their own movements Create simple movement sequences Respond with movement to words and music Explore contrasting tempos or sounds <b>Progress to a more fluent style of moving, with developing control and grace</b>	Run skilfully with speed and direction to avoid obstacles Use different movement skills including rolling, crawling, walking, jumping, walking Explore different movement skills, including jumping for distance	Confidently use a range of large and small apparatus Explore rolling, bouncing, pushing a ball with hands Explore overarm, underarm, and catching a ball with hands Begin to use a ball with feet Understand the idea of dribbling Avoid a defender Prevent an attacker from scoring
Year 1	Link 2 movements together to create a simple sequence Explore big and small movements Explore wide, narrow and curled movements Transition between different movements Begin to explore movement on apparatus	Link movements together to create a sequence Explore expression by responding to rhythm and movement Follow and begin to create a motif Vary the speed and size of movement	Explore running at different speeds Explore running for a team Develop jumping, skipping skills	Develop moving the ball using feet Apply dribbling skills into games Explore kicking to pass and score a point Bounce and throw a ball with control and accuracy Combine sending and receiving skills in a game Apply some attacking and defending skills
Year 2	Jump, roll, balance sequences (on and off apparatus) Explore different pathways (on and off apparatus) Link movements together to create a sequence Perform a sequence with increasing co-ordination and control	Sequence movements with increased co-ordination, control and timing Respond to stimuli Develop a motif with more expression and emotion Use choreography skills in a motif Create contrasting movement sequences – using body shape, space, etc	Explore dodging and apply this to attacking and defending Apply dodging to team games Consolidate jumping Apply jumping in a game Develop jumping combinations	Develop dribbling, passing and receiving skills with hands and feet Develop keeping possession Combine dribbling, passing and receiving to score a point (hands and feet) Consolidate underarm and overarm throws Create and apply attacking and defensive tactics
Lower KS2 (Broomhill)		Confidently improvises with a partner or on their own. Beginning to create longer dance sequences in a larger group. Demonstrating precision and some control in response to stimuli. Beginning to vary dynamics and develop actions and motifs. Demonstrates rhythm and spatial awareness. Uses simple dance vocabulary to compare and improve work. Modifies parts of a sequence as a result of self-evaluation.	Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. e.g. hop skip jump (triple jump) and consider what arms and legs are doing.	Confident to send the ball to others in a range of ways. Beginning to apply and combine a variety of skills (to a game situation) e.g. throwing and catching. Develop strong spatial awareness. Beginning to develop own games with peers. Understand the importance of rules in games and works cooperatively in teams. Develop simple tactics (attacking and defending) and use them appropriately.

Physical Education Concepts at Butler's Hill	
Physical Competence	The curriculum is mapped out to ensure that pupils are taught all of the areas of P.E at every year group, for at least a half term at a time. The units of work are progressive and skills build upon the skills taught in the previous year, thus ensuring that our pupils are physically competent to move onto the next set of skills and knowledge. Lessons within a unit are also progressive and build upon the previous lesson, allowing any misconceptions to be addressed quickly. We have a strong emphasis on motor competence and we set aside units of work that develop basic movement skills including jumping, walking and running. Pupils have opportunities throughout the school year, and school day, to apply and demonstrate their physical competence, whether it be through active playtimes or sporting experiences planned in throughout the year. Pupils have the opportunity to attend intervention groups to support those who struggle with the concept of competence.
Participation	To ensure our pupils are achieving their full physical literacy potential we ensure our curriculum is inclusive, progressive and accessible for all. This means that participation can be at it's best for all pupils. Pupils attend 2 P.E lessons a week, with some attending extracurricular lessons too. We hope increasing participation levels will increase motivation and enjoyment levels.
Strategy	We hope that through careful planning and curriculum mapping, pupils will develop the tatics and strategies to make knowledgeable decisions about movement in a game or activity. Pupils are Butler's Hill are explicitly taught attacking and defending skills which allows them to make better decisions about how tactical and strategic movement excels their progress in sport and activity.



## Impact

The P.E provision at Butler's Hill is well planned, exciting and allows all pupils to develop fundamental skills in this early stage of development. Careful monitoring and evaluation has shown that our pupils are physically active and this has a positive impact on their learning in the classroom.

The high quality approach to teaching should significantly improve attainment in PE and we find most our pupils leave our school with the skills they need to succeed in KS2. The impact of our provision and resources will increase the profile of sport and physical activity across the school. Physical Education at Butler's Hill is held in high regard with our families and pupil/parent voice has demonstrated that P.E is well liked, well taught and enjoyed by most if not all. Pupils are beginning to understand how to lead a healthy lifestyle and understand the importance of regular exercise. We aspire for pupils to develop their physical literacy skills so they have the motivation, confidence, physical competence and knowledge and understanding enjoy PE and develop a love of sport and activity for many years to come.

