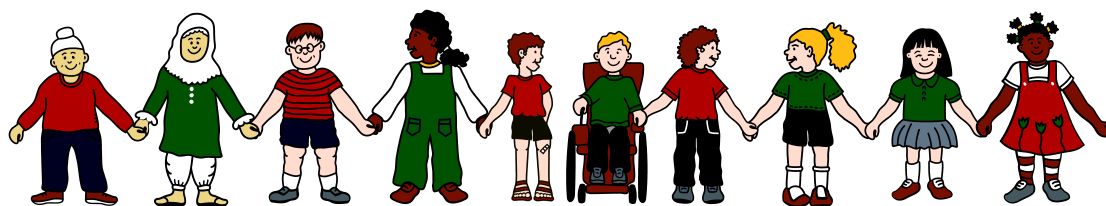


**THE GILES
NURSERY
AND
INFANTS' SCHOOL**



PE Report for Governors

2022/2023

2022/2023
PE Curriculum Leader: Catrina Brown
Governor: Maxine Swieca

Statement of intent

The aim of our PE curriculum is to ensure that:

- pupils develop the competence to excel in a broad range of physical activities by mastering basic movements, including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination.
- pupils are physically active for sustained periods of time.
- pupils engage in competitive sports and activities.
- pupils develop their physical literacy.
- pupils are supported in leading healthy, active lives.

The role of the curriculum lead is to continually monitor the quality of teaching and the curriculum that is being taught across the school, to ensure a creative and spiralled curriculum that is accessible to all pupils and supports those pupils that are disadvantaged or have special educational needs and disabilities (SEND). This is achieved through our school monitoring cycle which includes lesson observations, work scrutiny, display monitoring and photographic evidence. Photographic evidence is displayed in the PE photographic evidence file. All other evidence is kept in the PE curriculum file, which is monitored by the headteacher each academic year. Pupils are also involved in the monitoring of PE through the collection of pupil voice from each year group. Further monitoring takes place through curriculum leader reports, which are shared with curriculum link governors.

Intent

In Nursery, the pupils' complete daily fine and gross motor skill activities. Through child initiated play the pupils have the opportunity to take part in different games to help with their gross motor skills; for example, throwing and catching, dancing, team games and using the parachute. In the second half of the autumn term and the rest of the school year, the senior sports apprentices and Nursery staff deliver sessions to develop pupils fine and gross motor skills.

In Reception, class teachers use the hall and equipment for discrete PE lessons. Planning follows the early learning framework using the GetSet4PE scheme and makes adaptations to suit the needs of the pupils. Pupils complete fine motor activities daily in the classroom.

In key stage 1, planning follows the national curriculum using the GetSet4PE scheme and all teachers makes adaptations to suit the needs of the pupils. The senior sports apprentices covers a wide range of game skills and the pupils experience a range of equipment, including rackets, balls, bean bags and apparatus. As the weather improves, the turfed playground is used for PE lessons. In the lead up to sports day, pupils practice running races using the link junior school field on a track. They also play striking and fielding games.

Gymnastics, dance, yoga and team building are taught by the senior sports apprentice alongside the class teacher, who use the GetSet4PE planning scheme alongside other schemes, whilst adapting to suit all pupils needs.

Pupils leave key stage 1 having learnt and mastered basic PE skills. These include, building resilience, developing teamwork and communication skills and building confidence. Pupils also understand the importance of physical exercise and healthy eating.

Teachers plan a creative, spiralled curriculum to ensure that learning happens in a sequential, progressive manner. This enables pupils to build their knowledge and skills and embed what they have learnt. This year the curriculum objectives have been delivered through the following topics and areas of learning.

Year 2

Autumn

Team building

- Follow instructions and work with others.
- Co-operate and communicate in a small group to solve challenges.
- Work as a group to solve problems.

Games: Fundamentals

- Explore how the body moves differently when running at different speeds.
- Develop changing direction and dodging.
- Develop co-ordination and combining jumps.

Gymnastics

- Perform gymnastic shapes and link them together.
- Be able to use shapes to create balances.
- Develop sequence work on apparatus.

Games: Ball skills

- Be able to roll a ball to hit a target.
- Develop co-ordination and be able to stop a rolling ball.
- Develop technique and control when dribbling a ball with your feet.
- Develop control and technique when kicking a ball.

Spring

Dance – The land of ice and snow

- Work with others to dance in different formations to communicate different ideas
- Change levels, rhythm, speed and direction of movement to communicate different ideas
- Create and perform a dance inspired by a stimulus

Games: Invasion Games

- Understand what being in possession means and support a teammate to do this.

- Use a variety of skills to score goals.
- Learn how to gain possession of the ball.
- Learn to apply simple tactics for attacking and defending

Yoga – Salute to the sun

- flow from one yoga pose to another
- use and link poses together
- follow a sequence of movements

Games: Target Games

- Develop an understanding of target games and consider how much power to apply when aiming at a target.
- Understand how to score in different target games using overarm throwing.
- Develop understanding of different target games using the skill of kicking.
- Develop hitting a moving target.

Summer

Dance:

- Create actions and accurately copy other's actions.
- Perform in unison creating shapes with a partner.
- Be able to mirror a partner and create ideas.
- Create a short dance phrase with a partner showing clear changes of speed.

Games: Striking and Fielding

- Track a rolling ball and collect it.
- Develop accuracy in underarm throwing and consistency in catching when fielding a ball.
- Develop accuracy with overarm throwing to send a ball over a greater distance and limit a batter's score.
- Develop striking for distance and accuracy.

Gymnastics – Landscapes and cityscapes:

- roll in different ways including teddy bear, forward, log and egg rolls
- balance in a shape with a partner
- practise a handstand with support

Games: Athletics

- Develop the sprinting action
- Develop jumping for distance.
- Develop throwing for distance.
- Develop throwing for accuracy.

Year 1

Autumn

Yoga

- Explore yoga and mindfulness.
- Develop flexibility when holding poses.
- Develop balance whilst holding poses.

Games: Fundamentals

- Explore balance, stability and landing safely.
- Explore how the body moves differently when running at different speeds.
- Explore co-ordination and combining jumps.

Games: Ball Skills

- Develop control and co-ordination when dribbling a ball with your hands and feet.
- Explore accuracy when rolling a ball.
- Explore throwing with accuracy towards a target.

Games: Target Games

- Develop underarm and overarm throwing for accuracy.
- Select the correct technique for the situation.

Spring

Team Building

- Co-operate and communicate with a partner to solve challenges.
- Explore and develop teamwork skills.
- Develop communication skills.

Games: Invasion Games

- Develop dribbling towards a goal.
- Develop passing to a teammate with your feet.
- Develop dribbling a ball with hands.
- Be able to stay with a player when defending.

Gymnastics

- Explore travelling movements using the space around you.
- Develop stability and control when performing balances.
- Develop technique in the barrel, straight and forward roll.
- Link gymnastic actions to create a sequence.

Games: Net and Wall games

- To play against an opponent and keep the score.
- To develop control when handling a racket.
- To develop racket and ball skills.

Summer

Dance:

- Explore travelling actions and use counts of 8 to move in time with the music.
- Use expression and create actions that relate to the story.
- Use a pathway when travelling.
- Show changes in expression, level, and shape.

Games: Striking and Fielding

- Develop underarm throwing and catching and put this into small - sided games.
- Develop striking a ball with my hand and equipment.
- Develop decision making and understand how to score points.

Fitness

- Develop knowledge about how exercise can make you feel.
- Develop knowledge about how exercise relates to breathing.
- Develop my understanding of how exercise helps my brain and muscles
- Begin to understand the importance of daily exercise.

Games: Athletics

- Learn to move at different speeds for varying distances.
- Develop a foundation for balance and stability.
- Develop agility and co-ordination.

Reception

Autumn

An introduction to PE Unit 1

- Move safely and sensibly in a space with consideration of others.
- Use equipment safely and responsibly.
- Use different travelling actions whilst following a path.
- Work with others co-operatively and play as a group.

Fundamentals Unit 1

- Explore balance whilst stationary and the on the move.
- Explore running and stopping.
- Explore different ways to travel.

Games: Introduction to PE Unit 2

- Follow instructions and stop safely.
- Stop safely and develop control when using equipment.
- Follow a path and take turns.

Fundamentals Unit 2

- Explore change of direction.
- Explore jumping and landing.
- Explore hopping.
- Explore travel in different ways using different equipment.

Spring

Gymnastics unit 1

- Copy and create shapes with your body and create shapes whilst on apparatus.
- Develop balancing and taking weight on different body parts.
- Copy and create short sequences linking actions together.

Games: Ball Skills unit 1

- Develop rolling a ball and stopping a rolling ball at a target.
- Develop accuracy when throwing to a target.
- Develop bouncing and catching a ball.
- Develop dribbling a ball with your feet.

Gymnastics unit 2

- Create short sequences using balances, shapes and travelling actions.
- Develop balances using apparatus.
- Develop rock and rolling.
- Explore travelling around, over and through apparatus.

Games: Ball Skills unit 2

- Develop throwing and learn how to keep score.
- Follow instructions and move safely when playing tag games.
- Work co – operatively and learn to take turns.
- Work with others to play team games.

Summer

Games unit 1

- Work safely and develop running and stopping.
- Develop throwing and learn how to keep score.
- Be able to play games showing an understanding of the different roles within it.

Dance unit 1

- Use counts of 8 to know when to change action.
- Explore different body parts and how they move.
- Explore different body parts and how they move and remember and repeat actions.
- Move with control and coordination, linking, copying and repeating actions.

Games unit 2

- Develop aim when throwing.
- Explore playing against a partner.
- Develop coordination and play by the rules.
- Explore striking a ball.

Dance unit 2

- Copy, repeat and explore actions in response to a theme.
- Explore and remember actions considering level, shape and direction.
- Explore movement using a prop with control and coordination.
- Move with control and coordination, expressing ideas with movement.
- Remember and repeat actions moving in time with the music.

Nursery

Autumn

- Ring games (ring a ring a roses, farmers in his den etc)
- Parachute and team games
- Jumping rockets
- Using bats and balls – Throwing, catching, rolling balls and beanbags with small and large apparatus.
- Using scarves and ribbons to be ladybirds.
- Different ways to moving around the garden (jumping, hopping etc using small and large apparatus)
- Daily exercises to promote fine motor skills
- Outdoor activities to promote fine and gross motor skills.

Spring

- Jungle animal moves
- Moving together like a dragon
- Parachute games
- Ball skills
- Ring games
- Dancing to African music
- Daily exercises to promote fine motor skills
- Outdoor activities to promote fine and gross motor skills.
- Looking at effect exercise has on your body.

Summer

Activities leading to Games

- Making waves
- Flapping fish
- Walking the plank
- Throwing and catching (Splash)—tasks with beanbags and balls throwing them into water.

- Daily exercises to promote fine motor skills
- Outdoor activities to promote fine and gross motor skills.

Implementation

Overview of this year so far: progress towards the implementation of the PE curriculum 2022-23

The curriculum is taught in a rich and varied way with strong cross-curricular links to other subjects. This helps bring learning to life and make it meaningful within a context.

This has been another exciting year in PE at The Giles Nursery and Infants' School. The pupils have continued to enjoy the exciting learning taking place in PE lessons. They have also continued to develop their own PE knowledge and skills, which has been rewarding for their teachers to see.

We have continued to work with Stevenage Sporting Futures. In the autumn term pupils in reception took part in a Children in Need sporting event delivered by Stevenage Sporting Futures. In the spring term pupils in key stage 1 took part in a mini-Olympics festival, this included a circuit of activities including, curling, a jumping, an endurance activity and a throwing activity.

The sports apprentice has continued to work closely with the senior sports apprentice. They have been working effectively with small groups, including disadvantaged pupils, pupils with SEND, those that are less active and the more able.

All year groups have successfully completed The Daily Mile. Pupils jog, walk or run for 10-15 minutes every day around a marked-out route. The aim is to help improve pupils' fitness levels, self-esteem and motivation to be physical.

In the autumn term, the whole school participated in a week of well-being and growth week. As part of the new EYFS curriculum the pupils took part in a range of activities on how to stay healthy. This included a day of PE activities. Pupils in Year 1 and Year 2 took part in some wonderful yoga sessions. Pupils responded extremely well to these sessions. Harper in Puffin class said after the session, 'I feel so relaxed and calm.' Throughout whole school mindfulness and relaxation has been embedded into the school day.

Brain breaks and relaxation techniques are fully embedded as part of the school day. This enables pupils the opportunity to self-regulate and ensures that pupils are engaged in physical activity throughout the school day.

Forest School has continued to be a significant addition to the school. This is an inspirational process that offers all learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in woodland and natural environments. Pupils are very eager to participate in Forest School activities and pupil voice has been extremely positive. Pupils enjoy the practical activities and exploratory approach, which

supports them in developing self-confidence and self-esteem. Forest School has been particularly beneficial for different groups of learners, including boys, disadvantaged pupils, and pupils with SEND. All Year 1 pupils have taken part in Forest School over the year.

We all worked collaboratively to update the key vocabulary for PE. The curriculum leader updated the key vocabulary, the curriculum journey and map to show changes.

In the spring term, the PE curriculum leader attended the primary PE conference. It was a fantastic opportunity to share good practice with other professionals. The curriculum leader attended workshops on a deep dive in PE by Ofsted, physical literacy and wellbeing through PE. The PE curriculum leader cascaded the key information to staff.

In the spring term, the PE curriculum lead attended a PE cluster meeting. It was a fantastic opportunity to share good practice and ideas with other local schools. The focus of the meeting was on an Ofsted deep dive and how other schools assess PE.

In the autumn term, the senior sports apprentice and sports apprentice have run a fitness club for Year 1 and Year 2 following the success of this in the spring term a fitness club and multi sports club have been offered and run for Year 1 and Year 2.

To promote the Olympic values, the senior sports apprentice has introduced celebrating pupils that have demonstrated the values throughout the lesson. The pupils receive a certificate to share with their parents/carers which shows the value they have shown.

Year 2 pupils have participated in a Native American dance workshop as part of their learning about Pocahontas and Indigenous Peoples of America.

In the summer term, pupils in key stage 1 took part in a circus workshop. The workshop focused on listening and speaking skills, coordination, balance, movement, fine and gross motor skills.

The PE curriculum leader assessed the overall effectiveness of PE across the school against the Youth Sport Trust quality mark criteria. Once the quality mark was complete the school received the school received a nationally recognised badge of excellence for PE and school sport from the Youth Sports Trust. Once the quality mark was complete, the curriculum leader identified the main priorities and areas for development to include in the PE action plan.

In order to implement our curriculum successfully, progress towards 2021/22 targets was as follows:

The curriculum leader has carried out observations of PE this academic year. The observations showed that progression is being shown though a lesson, that all groups of learners can access the learning and make good progress and that the key vocabulary is

consistent. The observations also demonstrated progression of skills from early years through to the end of key stage 1.

The curriculum leader has collected pupil voice from all year groups. All pupils were confident in talking about what they had been learning about in PE and could use the key vocabulary. For example, a child in reception could name the different gymnastics shapes that they had been learning about and a child in year 2 could explain how they had to keep a ball under control when dribbling. All the pupils that took part in the extra-curricular clubs thoroughly enjoyed them and hoped to attend again.

Photographic evidence for PE has recently been updated. It includes evidence of the PE learning opportunities that pupils have had across the school this year.

Curriculum impact

Regular observations ensure that quality first teaching and consistency across each year group is evident; learning is building on previously learnt skills and knowledge; teaching assistants are deployed appropriately to ensure that they support pupils to bridge any gaps in their learning and pupils secure their skills and understanding in PE. Learning walks, pupil voice and moderation ensure further consistency.

Monitoring is scheduled to include regular observations, planning scrutinies, moderation and the collection of photographic evidence. Photographic evidence is collated and added to the PE photographic evidence file. Photographs are also collected from subject folders on the school server.

The governor with responsibility for PE is kept updated on the PE curriculum through yearly meetings within which a subject report is shared by the curriculum lead. Governors also take part in learning walks throughout the year.

Parents are kept informed of the PE curriculum through the curriculum map and journey that are published on the school website. These were updated on the website in the autumn term 2023.

PE assessment data for key stage 1 is uploaded to Arbor twice a year, in the spring and summer terms respectively, in order that pupil progress can be tracked. The data for early years is tracked through Arbor and is updated once every term. At the end of each PE unit teachers assess pupils against the success criteria for the unit of work and identify those pupils that need extra support.

Moving forward: Actions for 2023/24

- carry out planned whole school moderation in PE.
- carry out planned observations of all year groups.
- carry out planned review activities in PE through pupil voice.
- continue to collate photographic evidence of displays and pupils' work.

- oversee workshops if support is required.
- review resources and update as and when required.
- implement new assessment procedures when guidance comes into effect.
- collate and analyse summer term PE data.
- ensure that clear and consistent key vocabulary is used across all curriculum subjects.