

Physical Education

'I can do all things through Christ who strengthens me.' Philippians (4:13)

At St Meriadoc Infant Academy our vision is **'Let Your Light Shine'**. Through Physical education we offer opportunities for children to discover and enrich their talents and to practice and display our school's core Christian values: faith, love, forgiveness, respect and perseverance.

We believe that for children to reach their full potential, we must promote a healthy and active lifestyle, plus ample opportunities for children to achieve key physical development milestones. We consider our role in providing these positive experiences as vital to the children's wellbeing both now and in the future. Our children learn to lead fit and healthy lifestyles by participating in high-quality P.E lessons, topic-based P.E days, regular outdoor learning opportunities and weekly sessions with a specialist sports coach.

Both our nurseries deliver daily Healthy Movers sessions in our setting and are working with families to develop our youngest children's physical literacy. We have a trained member of staff who delivers daily Funfit with a small group of children to nurture motivation and confidence, as well as developing key milestones. We also have dedicated play facilitators who generate active games with the children during break and lunchtimes. Children have swimming lessons in year 1 and we take the children for a surf lesson in year 2.

In Nursery 2 and Reception, the children are taught to ride a bike using the Balanceability learn to cycle programme.

At St Meriadoc Infant Academy we are active within local competitions and children have the opportunity to compete during intra-school Sports Days and inter-MAT tournaments. We have teamed up with the Junior school to participate in CSIA sports events where children take part in multi skill events and compete with other schools in our local area.

We offer a variety of extra-curricular activities such as Multi skills club after school and Balanceability, as well as Sports 4 Tots. We work with local organisations such as Vox and All stars cricket to give our children the best sporting opportunities, as well as to signpost children to clubs within their community.

Physical Education

Our children are supported through our five chosen rights from the United Nations Convention on the Rights of the Child and our core Christian Values, all embodied through our vision of **Let Your Light Shine** and our mission statement:

**‘With God’s love, our Christian values and our broad and aspirational curriculum we:
Shine our light on ourselves
Shine our light on others
Shine our light on our community and the wider world.’**

Rights and Respect

At St Meriadoc CE Infant Academy, we are proud to teach and promote children’s rights. We learn about our five chosen rights from the United Nations Convention on the Rights of the Child:

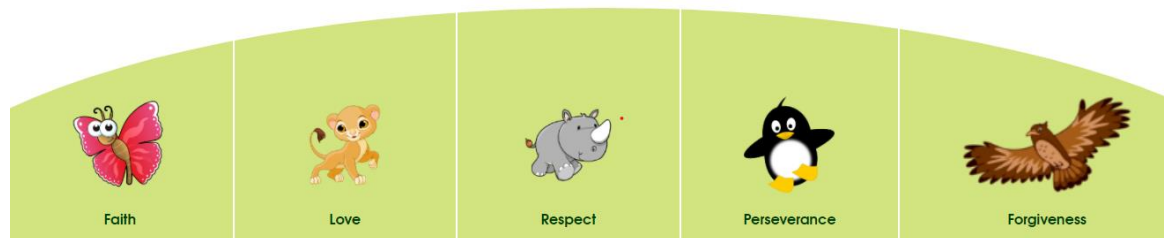
A12: Right to a voice	A15: Right to a faith	A28: Right to an education	A29: Right to be the best you can be	A31: Right to relax and play
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Our School Council: Rights Ambassadors support that all children receive their rights across all areas of school life.

In addition to our five school rights, we reference other rights from the convention where appropriate and purposeful links can be made to support learning. Such as in Science when teaching about healthy living, we refer to Article 24 – the right to nutritious food and clean water. As with all areas of the curriculum, when planning, we also use our school Ethos document to weave Rights, British Values and RSHE teaching to ensure a holistic approach, rather than these areas being taught as ‘add ons’.

Christian Values

Our whole school ethos is underpinned by our core Christian Values of Faith, Love, Respect, Perseverance and Forgiveness. In Science, we further explore these values such as exploring how different scientist have persevered and made new discoveries and advances due to this quality.



Physical Education

Intent (curriculum design, coverage and appropriateness)	Implementation (curriculum delivery, teaching and assessment)	Impact (attainment and progress)
<p>Our aim of the P.E curriculum is to ensure that all children are physically active and physically literate.</p> <ul style="list-style-type: none"> • We believe fast paced and exciting high quality P.E lessons inspire children. • All of our lessons are well structured, building on skills taught previously or through the skills development stage of the lesson. • The children are equipped with the vocabulary to understand the different parts of the body affected by exercise and the different movements that they do during the lesson itself. • Lessons provide opportunities for children to support, evaluate and challenge themselves to beat their own personal best or to compete with one another. • We believe that children have every opportunity to access many different skills or sports. 	<ul style="list-style-type: none"> • To ensure that high quality P.E is taking place throughout the whole school we implement a curriculum which is progressive from EYFS through to Year 2. • P.E lessons are planned through the Arena planning scheme with a focus on skills progression and self assessment. • P.E lessons have a strong focus on step by step skills progression leading to different games. • The subject leaders work closely alongside teachers through model lessons and pop-ins to ensure that knowledge and skills within P.E lessons are progressive through the school. • Pupil conferencing is used across all of the year groups to assess the children's knowledge and skills of what they have learnt through their topics. • Our robust foundation subject monitoring system, includes subject data analysis, lesson observations and pupil conferencing to enable the curriculum leaders to check coverage and progression. 	<ul style="list-style-type: none"> • Children to be physically active - choosing to put maximum effort into all sporting activities. • Children will be able to use key vocabulary when discussing Physical Education and Physical activity. • Children will understand and use the key skills: Coordination, Balance and Agility in all lessons. • Children will feel inspired and have the desire to take part in active extra-curricular clubs (in or out of school). • Children's progress is tracked on our Foundation assessment grids, using the skills progression assessment records too. Any areas of development will have been identified.

Physical Education - Skills and knowledge components: Progression document building from previous year's learning

Reception		Year 1	Year 2
<p>Key skills taken from Physical Development statements in Development Matters; these do not necessarily link to specific disciplines in the next column but cover the wide range of skills needed to access the KS1 PE curriculum.</p> <p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing <p>Progress towards a more fluent style of moving, with developing control and grace.</p>	<p>Gymnastics</p>	I can copy basic movements with some control and coordination.	I can explore different pathways and patterns.
		I can explore basic movements with some control and coordination.	I can create different pathways and patterns.
		I can explore basic movements with some control and coordination.	
		I can perform different body shapes.	
		I can perform at different levels.	
		I can perform a 2-footed jump.	
		I can use equipment safely.	I can use equipment in a variety of ways to create a sequence.
		I can balance with some control.	
	I can link simple movements.	I can link movements together to create a sequence.	
	<p>Dance</p>	I can basic movements and body patterns.	I can copy basic movements with clear control.
		I can remember simple movements and dance steps.	I can explore basic movements with clear control.
		I can respond to a range of stimuli.	I can use different levels and speed in sequence.

Physical Education

<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>		I can perform movements to sounds and music.	I can add change to direction to a sequence.
			I can vary the size of my body shapes.
			I can move around a space well.
	Games	I can travel in a variety of ways including running and jumping.	I can follow rules in a game.
	Net and Wall	I can perform a range of throws.	I can develop simple tactics and use them appropriately.
	Cricket	I can receive a ball with basic control.	I can attack in a game.
		I can catch and hit a ball.	I can defend in a game.
	Football	I can participate in simple games.	I can create my own games with a partner.
			I can apply and combine a variety of skills in a game.
			I can create my own games with a partner.
	Athletics	I can run at different speeds.	I can change speed and direction whilst running.
		I can jump from a standing position.	I can jump from a standing position with accuracy.
	Striking and Fielding	I can throw balls in different balls and with control.	I can perform a variety of throws with control and coordination.
			I can use equipment safely.
Social skills	I can comment on own and others performance.	I can make suggestions on how to improve my work by comparing it with others.	
	I can comment on how to improve performance.	I can explain how I can improve in P.E.	

Physical Education

<p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> • lining up and queuing 		I can use key words when giving feedback.	I can work with a partner or small group to improve my skills.
			I can watch and describe performances accurately.
	Healthy lifestyles	I can describe the effect exercise has on the body.	I can describe the effect exercise has on the body.
		I can explain the importance of exercise and a healthy lifestyle.	I can explain the importance of exercise and a healthy lifestyle.
			I can understand the need to warm up and cool down.

Physical Education

Yearly overview:

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Nursery 2</u>	Daily Healthy Movers Fundamental skills and physical literacy	Daily Healthy Movers Fundamental skills and physical literacy	Daily Healthy Movers Fundamental skills and physical literacy	Daily Healthy Movers Fundamental skills and physical literacy <u>Balanceability – unit 1</u>	Daily Healthy Movers Fundamental skills and physical literacy	Daily Healthy Movers Fundamental skills and physical literacy
<u>Reception</u>	Nick – Sports coach Dance - VOX	Nick – Sports coach <u>Dance</u>	Nick – Sports coach. <u>Gymnastics (12 week unit)</u>		Nick – Sports coach. <u>Balanceability – unit 2</u>	Nick – Sports coach. <u>Games</u> Sports Day
<u>Year 1</u>	Nick – Sports coach. <u>Dance - Dinosaurs</u>	Nick – Sports coach. <u>Gymnastics – Stretching and curling</u>	Nick – Sports coach. <u>Games</u>	Nick – Sports coach. <u>Swimming – External provider</u> <u>Football</u>	Nick – Sports coach. <u>Swimming – External provider</u> <u>Football</u>	Nick – Sports coach. <u>Athletics</u> Sports Day
<u>Year 2</u>	Nick – Sports coach. <u>Dance - Animals</u>	Nick – Sports coach. <u>Gymnastics -Basic skills</u>	Nick – Sports coach. <u>Striking and Fielding</u>	Nick – Sports coach. <u>OAA - Orienteering</u>	Nick – Sports coach. <u>Net and wall</u>	Nick – Sports coach. <u>Cricket</u> Sports Day Surfing – external provider

Foundation Stage – Nursery and Reception - some of the wonderful things we do in Physical Education (PE) at St Meriadoc CE Infant Academy

- Explore and play in our Adventure Playground.
- Learn how to prepare and cook healthy food with weekly cooking sessions.
- Explore the story of the Hungry Caterpillar to understand healthy eating.
- Weekly games lessons with a specialist sports coach.
- Participate in dance sessions with a specialist dance instructor.
- Unit 1 and 2 Balanceability.

Reception - Yearly Overview –Skills and knowledge components: Progression document coverage

	Autumn – Colours of Me	Spring – Once Upon a Time	Summer -The Marvellous Mystery Tour
PE	Components: Join in with team games Begin to understand what it means to defend / attack in a game. Begin to perform simple dance moves Show some rhythm and control when moving Feedback verbally to partner	Components: Show control when travelling Show coordination on both floor and apparatus Jumps and lands appropriately Join in with team games Begin to understand what it means to defend / attack in a game.	Components: Jumps and lands appropriately Join in with team games Begin to understand what it means to defend / attack in a game.

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Year 1 – some of the wonderful things we do in Physical Education at St Meriadoc CE Infant Academy

- Begin to learn to swim.
- Document our understanding of healthy food through creating our own Eatwell plate.
- Orienteering linked with keeping active, as well as map reading skills
- Ordinal number races.

Year 1 - Yearly Overview – National Curriculum and Skills and knowledge components: Progression document coverage

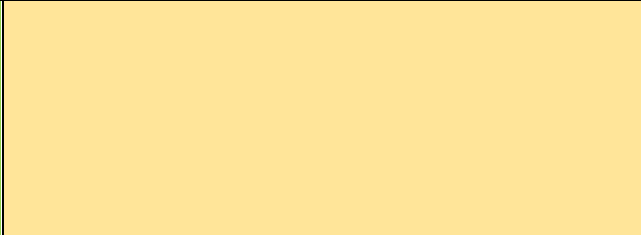
Autumn – Heroes and Explorers	Spring – Into the Woods	Summer – Castles and Coasts
<p>NC objectives:</p> <ul style="list-style-type: none"> • perform dances using simple movement patterns. • developing balance, agility and co-ordination, and begin to apply these in a range of activities 	<p>NC objectives:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching. • Participate in team games. 	<p>NC objectives:</p> <ul style="list-style-type: none"> • 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
<p>Components:</p> <p>Dance and Movement Perform dance actions with control and coordination. Can choose appropriate movements to communicate mood / feelings / ideas. Link two or more actions in a sequence.</p> <p>Gymnastics Show control and coordination when travelling and balancing.</p>	<p>Components:</p> <p>Games Move or stop to catch or collect a ball. Decide where to stand to make it difficult for the opposing team</p>	<p>Components:</p> <p>Athletics Run with control. Jump with control.</p>



Physical Education



Link two or more actions to make a sequence.
Show contrasts (eg: small / tall, straight / curved, wide / narrow. Jump in a variety of ways and land with some control and balance.



Year 2 – some of the wonderful things we do in Physical Education at St Meriadoc CE Infant Academy

- Create an animal themed dance.
- Choreograph a carnival dance to samba music.
- Learn to surf.

Year 2 - Yearly Overview – National Curriculum and Skills and knowledge components: Progression document coverage

Autumn – Kernow bys vyken	Spring – Fire! Fire!	Summer – Down in the Jungle
<p>NC objectives:</p> <ul style="list-style-type: none"> • Perform dance actions with control and co-ordination. • Can choose appropriate movements to communicate mood / feelings / ideas • Link two or more actions in a sequence. • Give praise and suggest next steps to peers <p>Balance on different points of the body.</p> <ul style="list-style-type: none"> • Travel at different speeds in a variety of ways 	<p>NC objectives:</p> <ul style="list-style-type: none"> • Participate in team games, developing simple tactics for attacking and defending. • Engage in competitive (both against self and against others) and cooperative physical activities. • Master basic movements including running, jumping, throwing and catching. 	<p>NC objectives:</p> <ul style="list-style-type: none"> • Participate in team games, developing simple tactics for attacking and defending. • Engage in competitive (both against self and against others) and cooperative physical activities.
<p>Components:</p> <p>Dance and Movement</p> <p>Mimic a dance</p> <p>Choreograph their own dances</p>	<p>Components:</p> <p>Striking and Fielding</p> <p>Set myself targets to improve my performance.</p> <p>Decide on the best position and move accordingly.</p>	<p>Components:</p> <p>Net and Wall</p> <p>Decide on the best position and move accordingly.</p>

Physical Education

Evaluate and change their dances
 Perform their own dances.

Gymnastics

Learn a variety of balances.
 Recap rolls
 Investigate different ways to move
 Create a sequence
 Perform a sequence
 Evaluate the sequence

Learn skills to play team games.
 Understand basic tactics of a game.

OAA – Orienteering

Orientate themselves with increasing confidence and accuracy around a short trail.
 Begin to choose equipment which is suitable for an activity.
 Begin to use effective communication in a team.
 Identify symbols used on a key

Understand basic tactics of a game
 Reflect on reasons for rules and how to make games more challenging.
 Learn skills to play team games
 Play basic team/ invasion games

Cricket

Understand basic tactics of a game
 Reflect on reasons for rules and how to make games more challenging.
 Learn skills to play team games
 Play basic team/ invasion games