



Physical Education Curriculum Statement

Our C.L.E.A.R curriculum drivers are:

CARE	We treat each other and property with respect We keep ourselves physically and emotionally safe and healthy
LEARN	We know learning helps us grow by doing and knowing more We learn and challenge ourselves in different ways to reach our goals
ENGAGE	We value and enjoy all learning opportunities and experiences We are proactive members of our learning communities
ACHIEVE	We set high expectations of ourselves and always give our best We take pride in all we do and celebrate all our efforts
REFLECT	We embrace our next-steps in learning We find ways and seek to do things better next time

Our curriculum is implemented through;

An **EPIC** approach to learning;

Enquiry-led - children are active partners in their learning.

Purposeful - learning is meaningful and there is an end goal.

Innovative - learning is personalised to meet children's needs.

Challenging - the pitch, pace and standards of learning are right for each individual child.

Curriculum Intentions:

At Foxhills, we aim for our children to develop an active lifestyle that they will continue throughout their lives. Powerful knowledge refers to the knowledge of fundamental movements and learning behaviours Real PE and the school have identified as being the most crucial content that all children must acquire to ensure they meet the milestones for the end of Early Years Foundation Stage and Key Stage One in Physical Education.

Our physical education concepts are:

- Personal
- Social
- Cognitive
- Creative
- Applying physical
- Health and fitness

At Foxhills, the characteristics of an effective PE learner are:

- An ability to keep trying and stay on task.
- An ability to help, encourage and understand others.
- An ability to perform simple sequences.
- An ability to recognise, order, observe, describe and follow instructions to articulate why someone else is performing well.
- An ability to observe, copy, explore, describe, compare and develop movements which link together to fit to a theme.
- An ability to practise safely whilst understanding the changes that exercise can have and the benefits.

Curriculum Implementation

How is the PE curriculum organised?

Our PE curriculum follows Real PE which has a progressive series of fundamental movement skills based on balance, agility or co-ordination and learning behaviours. The fundamental movement skills each have their own progression which is based on age and not stage.

The PE curriculum begins with the concept of personal because the children in the Early Years Foundation Stage (EYFS) are just learning about how to safely travel and use their bodies in space whilst being in a new setting with more external factors, for example other children. This is because the children at this development stage are finding out how to keep themselves and others safe, control their movement and finding where they fit. The children will naturally develop and grow as their bodies do, encouraging them to develop their understanding of movement and their muscles. The children will do this by practising travelling and balancing. Initially this will be very adult directed but the children, when ready, will progress their own learning by independently challenging themselves. Once the children understand themselves, they will explore the social concept. The children will learn to take turns and work sensibly with others. In the spring term, the children will focus on understanding and following instructions and gain confidence by saying what they are good at. Then the children will be given opportunities to be creative, they will do this through exploring and describing different movements which allows them the opportunity to think like an athlete and a performer. As the year progresses, the children will apply their knowledge to perform a range of skills or two movements together with confidence. This will take place throughout the summer term as the children are settled and have an understanding of movement, themselves and others around them and therefore can apply this knowledge to perform with confidence. Finally to finish the year, the children will explore health and fitness. They will develop an understanding of how exercise makes them feel and be able to explain this. Alongside this the children will be able to describe why exercise is important hopefully leading active lives throughout the summer holidays.

As the children move into Year one, they will continue to learn the concept of personal, thinking about their new setting, new friends and their developing body. The children will build on what they have learnt from EYFS as they persevere, follow instructions and ensure safety for all. Personal is chosen as the first concept because it is essential that the children are given the opportunity to work independently, exploring space with their body and keeping

themselves safe before they can progress through the other concepts. Following the personal concept, Year 1 build on their understanding by looking at the social concept. The children build on their skills from EYFS by working together and taking turns to be able to praise one another. In the spring term, the children will be given the opportunity to build upon the cognitive concept through ordering instructions and following simple rules. Following this, the children will apply all their knowledge about movements to think creatively. They will select and link movements to fit a theme and compare movements. This is placed here as the children have an in-depth knowledge of movement, they can work as a team taking turns and can listen to instructions from one another. During the summer term, the children will have the opportunity to make connections through the concepts already learnt to apply their movements to perform. Finally, the children will build on their knowledge from EYFS to understand the impact of exercise on the body and how to use equipment appropriately.

In Year two, the curriculum sequence remains the same however the children are not taught through themes, this allows the children to consolidate what they have previously learnt and make connections to develop their movement, skills and understanding. Throughout Autumn 1, the children will be asked to challenge themselves, understand when they have mastered a skills and when they can move on. Throughout the social concept, the children will listen and support others to make achievements. Building on their cognitive understanding, throughout spring 1 the children will make connections with following simple rules and instructions and begin to use tactics focused on attacking and defending. By the summer term, the learning task enables children to use their creativity and understanding to perform a sequence of movements with good control. Finally in summer 2, the children will identify the importance of a warm up and cool down. They will ensure those and others remain safe through their landing technique and use of equipment. The sequencing of the curriculum in the spring and summer term all serves to support children acquire the characteristics of an effective athlete or performer (sportsman).

How are PE tasks designed?

In order to make learning meaningful, our PE concepts in Year R and 1 are taught through themes. During each theme, the children have the opportunity to learn new knowledge and movement skills. This continues through Year 2 however as skills in isolation not through a theme. Despite a varied approach, the discipline of PE is persevered, because Teachers are very clear about the characteristics of effective learning in PE. These are shared with children in accessible ways, every time the children learn PE knowledge or content. This supports children in knowing what it 'looks like' to be proficient in PE, and to think and learn like a sportsman. Proficiency in PE comes from acquiring knowledge, skills and characteristics of effective learning. Within each lesson the children will warm up and then be given opportunities to practice a skill and apply a skill and then review their learning. Knowledge, vocabulary and the characteristics of effective learning inform all task designs. Year R and Year 1 will do this through a theme. Lessons are never in isolation. Learning concepts are used to ensure all lessons fit within a sequence, so teachers know what has gone before and what comes next. These approaches enable children to repeat crucial content across a sequence of lessons at their own pace. Each of the fundamental movement skills are taught for 3 weeks each year and revisited every year of infants to encourage children to master it by the end of Year 2. The fundamental movements are based on age and not stage so children can master the skills before moving onto the next level of skill. In Year R and 1 the children will learn through a theme which links to the Real PE which the children can access at home. Retrieval tasks are used to develop and strengthen children's memory. Rocket challenges are low stake routine tasks which force children to recall previously learned concepts and reconstruct information every time it is revisited. Throughout every concept children

are given the opportunity to show their understanding through applying their skills to a context. This is a theme in Year R and 1 and throughout a sport situation in Year 2.

What does PE look like across the curriculum?

Children who are proficient in PE, will be able to apply a variety of physical skills and knowledge to different situations. These skills are promoted through the curriculum and in other subjects such as maths, geography, science, writing and RSHE. Retrieval tasks assist children in strengthening their long term memory. They encourage children to draw on schemas they have previously formed, therefore supporting them in making connections and apply their understanding of maintaining a healthy and active life.

Which skills or knowledge can children not access the rest of the curriculum without?

PE learning strengthens children's fine and gross motor control as well as their core stability; therefore this impacts their handwriting etc. PE also allows children to build their agility, co-ordination and balance skills which are integral for everyday life. The children are also asked to apply this in social situations (break and lunchtime) and moving around the classroom. PE also encourages the opportunity to problem solve, challenge and work collectively.

Provision for SEND and Greater Depth

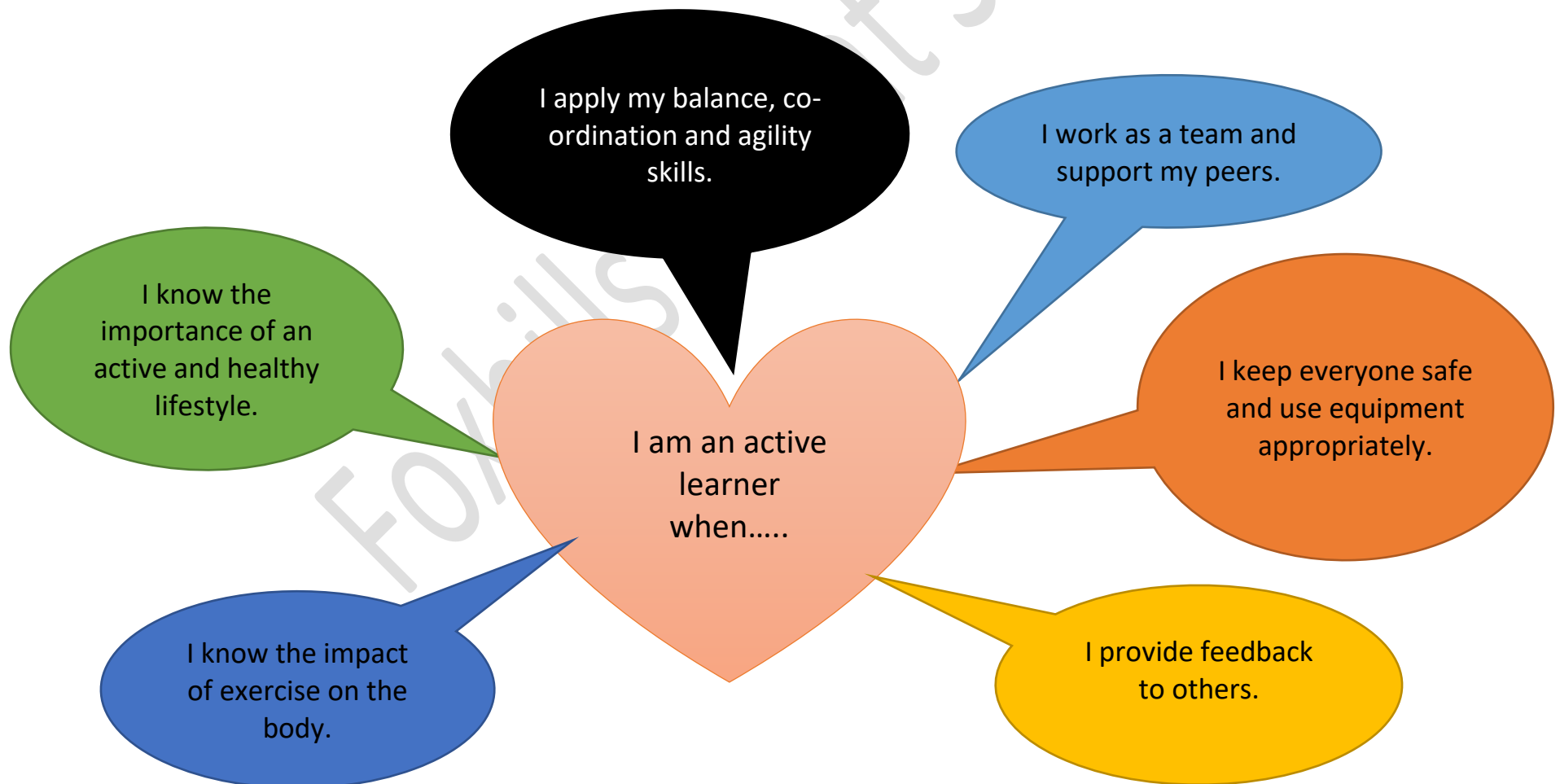
Effective provision for pupils with SEND includes; quality first teaching based on accurate assessment of learning, careful mixed-ability pairings to enable pupils to learn from one another, adult support and support to access vocabulary. At Foxhills, we believe that every pupil, regardless of their background, can achieve mastery in PE. PE is modelled through a video and by staff whilst the children highlight the important features of the skill. Children who are working at greater depth are challenged by tasks which promote deeper connection-making and more complex movement. They are asked to provide feedback to themselves and others. Assessment for learning is used in lessons and between lessons to ensure tasks are appropriately pitched.


Curriculum Impact

A child who has acquired the crucial knowledge and developed a secure understanding of the PE curriculum at Foxhills will be able to apply this knowledge in different ways to different themes or sporting situations. The children will be confident at independently practising and challenging their own skills. This requires them to use their resilience and perseverance to keep going until they master the skill in which they feel accomplished and proud of their PE understanding. To be proficient in PE means that the children can apply their skills of balance, co-ordination and agility but also describe the why and how about active and healthy lifestyles. Children are therefore able to become confident and resilient lifelong learners, who are equipped with the essential knowledge and skills in order to be successful in the future.

Curriculum Impact

A child who has acquired the crucial knowledge and developed proficiency in PE, will demonstrate the characteristics of effective learning:





I reflect on my
own performance
and identify my
own