



Physical education programmes of study: EYFS Statutory Framework & KS1 and KS2 National Curriculum

Purpose of study

At Hose Primary we recognise the power of sport and its ability to break down, combat and distinguish barriers of inequality and discrimination. We have an inclusive approach, which is at the heart of PE curriculum from the very start in EYFS. We endeavour to encourage not only physical development but also mental well-being whilst celebrating the protected characteristics of our young learners. A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide 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.

Aims

Our aim for our PE curriculum is to embed high-quality learning which inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. Children encounter a skills-based curriculum supported by deep subject knowledge, breadth of coverage, and the revisiting of skills taught as children progress through their time at Hose C of E Primary. Our curriculum has been planned to follow a 2-year cycle and ensures skills taught are coherently sequenced and progressive. Through the planned, progressive lessons delivered, children learn both the skills required in each activity, alongside the rules to allow them to be competitive in each sporting area. Teachers minimise or reduce barriers so that all pupils can fully take part, learn and achieve success. Pupils with SEN and/or disabilities will be supported to take part in the same way as their peers through appropriate adaptations or modifications made when and where appropriate.

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Physical Development and PE in EYFS

Our EYFS children take part in twice weekly PE sessions with KS1. The focus for our EYFS children is to support and develop:

- Communication and language skills
- Physical Development
- Personal, Social and Emotional Development

These the prime areas are key to children being focused and ready to learn and form positive relationships with their peers and adults who work closely to support them. They build the foundations for children to



thrive and become successful learners.

The focus for our EYFS learners is the development of those fundamental movement skills and key learning behaviours in order to have a positive experience of PE and achieve success, regardless of their starting points.

The EYFS Statutory Framework describes Physical Development as:

'Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁶. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.'

Subject content

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.