

Gatehouse Physical Education Commitment

Taking part in Physical Education has been proven to have significant benefits for young people. A growing evidence base demonstrates the impact that high quality PE and sport has in improving educational standards. It helps young people become more active and healthy, and can play a central role in developing young people's confidence and self esteem, helping develop team working and wide social and personal skills – which is why we are implementing our SET whole child objectives.

Gatehouse Primary Academy is committed to delivering two hours of weekly high quality PE to every pupil by:

- Making sure all pupils are included;
- Allocating equipment and space fairly and effectively;
- Deploying, supporting and developing our staff effectively included external support, CDP and coaches;
- Planning and delivering inclusive lessons which follow a carefully planned and graduated progression building upon what pupils of all abilities already know, understand and can do;
- Planning and delivering differentiated activities;
- Planning and delivering opportunities for challenge;
- Monitoring and evaluating pupils' progress and the quality of the outcomes they achieve in order to identify next steps;
- Rewarding and celebrating pupils' achievements;
- Providing opportunities for pupils to self-evaluate and peer evaluate performances.

Through the delivery of high quality Physical Education, including Out of Hours Opportunities and Competitive Opportunities, we intend to give pupils the skills, confidence and desire to be physically active throughout their lives.

EYFS Overview

Effective physical development not only develops physical abilities, but also helps children develop a positive sense of well-being.

The physical development of young children must be encouraged through the provision of opportunities for them to be active and interactive and to improve their skills of coordination, control, manipulation and movement. They must be supported in using all of their senses to learn about the world around them and to make connections between new information and what they already know. They must be supported in developing an understanding of the importance of physical activity and making healthy choices in relation to food.

We recognise that effective physical development within EYFS is essential for a successful transition to KS1 and future development.

Below are the statements from the 2020 Development Matters which are prerequisite skills for PE within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for PE.

The most relevant statements for PE are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Expressive Arts and Design

Early Learning Goals for Foundation Stage – Focus on Reception and ELG

Personal, Social and Emotional Development

Reception

- Manage their own needs.

ELG

Managing Self

- Be confident to try new activities and show independence,
- resilience and perseverance in the face of a challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing.

Building Relationships

- Work and play cooperatively and take turns with others.

Physical Development

Reception

- Revise and refine the fundamental movement skills they have already acquired:
 - rolling - running
 - crawling - hopping
 - walking - skipping
 - jumping - climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.
- Develop overall body strength, balance, coordination and agility.
- Know and talk about the different factors that support overall health and wellbeing:
- regular physical activity

ELG

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Expressive Arts and Design

Reception

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.

- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Explore and engage in music making and dance, performing solo or in groups.

ELG

- Being Imaginative and Expressive
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Key Stage 1 Physical Education Aims and Objectives

The delivery of the curriculum focuses on developing fundamental movement skills, become increasingly competent and confident and accessing a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

Learning will involve a range of increasingly challenging contexts, formats and environments. Pupils will engage in individual development and individual competitive (competing against themselves) opportunities. In addition, pupils will engage in cooperative activities and team based activities as well as being introduced to informal individual and team based competition.

Pupils will be expected to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Pupils will begin to apply these in a range of activities and develop simple tactics for attacking and defending. All pupils will develop and perform dances which incorporate progressively challenging movement patterns.

Key Stage 2 Physical Education Aims and Objectives

The delivery of the curriculum focuses on applying and developing a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. Pupils will develop the skills needed to communicate, collaborate and compete with each other. Pupils will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Learning will involve a range of increasingly challenging contexts, formats and environments. Pupils will be taught to use running, jumping, throwing and catching in isolation and in combination. In addition, pupils will play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Pupils will develop flexibility, strength, technique, control and balance. All pupils will perform dances which incorporate progressively challenging movement patterns. Pupils will take part in outdoor and adventurous activity challenges, both individually and within a team. Pupils will compare their performances with previous ones and demonstrate improvement to achieve their personal best.