



What does the Learning Journey for P.E. look like?

If you were to walk into a Physical Education lesson at East Preston Infant School, you would see:

- ✓ Every child participating and engaged in following our chosen scheme 'Real PE', which provides comprehensive coverage for the teaching provision of games, dance and gymnastics.
- ✓ Indoor and outdoor PE sessions utilising the spaces of the Hall (Big and Small), the playground and the school field.
- ✓ Children being able to access equipment that is suitable to the focus **Fundamental Movement Skill (FMS)** of the lesson.
- ✓ Children being aware of the lesson's learning aim in accordance with the focus **Multi Ability (MA) Learning Behaviour** for the term (**Personal, Social, Cognitive, Creative, Physical and Fitness**)
- ✓ Children being able to practice a **Fundamental Movement Skill** through varying levels of challenge and adaptation. They are encouraged to think carefully about how they could add their own additional challenge into an activity or skill, as well as to think of the wider applications the skill could be applied to e.g. coming up with their own competitive solo / team game.
- ✓ Opportunities for the practice and application of each child's physical development is further enhanced through our lunch-time 'Positive Play' provision. Here children are able to participate in a number of physical / sporting activities that support the teaching of the Fundamental Movement Skills of the PE lessons as well as individual / team games such as football, basketball and tennis etc.
- ✓ Our school offers a wide variety of PE / Sports clubs e.g. football, BeeFit, tennis, karate and dance.
- ✓ During Sports Week (July) our school holds a whole-school Sports Day event.
- ✓ There is further opportunity for children in KS1 to take part in sports events held within our locality. These include multi-skills competitions, athletics, New Age Kurling, Tri-Golf, ½ Mile runs and more.
- ✓ Cross curricular provision of PE is provoked through learning tasks that can be found in the Outdoor Classroom areas, where the continued practicing of a key skill is encouraged.
- ✓ In EYFS, physical development for gross motor skills is taught through both PE lessons as well as other discrete learning opportunities that take place throughout the school day. Children make progress with their physical development by learning how to negotiate space, moving in a way that is safe and appropriate and becoming aware of the needs of their own body e.g. how to warm up and cool down.
- ✓ In Year 1 children continue to build upon the early foundations set by Reception, further developing their fundamental movement skills of footwork and balances, agility and coordination. Children also start to work cooperatively in simple team games whilst recognising and applying rules to ensure everyone is treated fairly.
- ✓ In Year 2 children continue to build upon, deepen and secure their knowledge and skills for a variety of physical activities. There is further development in difficulty of set tasks both as individuals and for working in teams whilst also allowing for greater child led independence in being able to self-identify skills that they are doing well at alongside areas for self-improvement.

What happens if my child struggles and finds it hard?:

The progressive **Fundamental Movement Skills (FMS)** may be challenging for some learners. To help with this...

- ✓ The **FMS** skill challenge videos that appear in the core Real PE provision have further progression statements that allow for creating additional pupil specific statements to suit to an individual's needs.
- ✓ Teachers will vary or simplify the language used for example, saying "catch" rather than "receive", or "stand" rather than "balance".



- ✓ Inclusion video clips help to prompt adaptations (particularly for children who may have a disability).
- ✓ Teachers may adapt the equipment used e.g. using scarves or balloons instead of balls (easier to catch) or using balls with bells (for supporting those with visual impairment).
- ✓ Teachers may increase the level of adult support e.g. by helping children to sit or stand up, providing 1:1 instruction and feedback, or by providing verbal guidance to how near a child is to an object (visual impairment).
- ✓ Teaching staff may adapt the physical activity entirely for example using a table top to push and collect a ball rather than bouncing on the floor (easier for wheelchair users), or by increasing / decreasing the distance or level of an activity (sitting or kneeling).

What if my child is showing secure understanding, how are they challenged?:

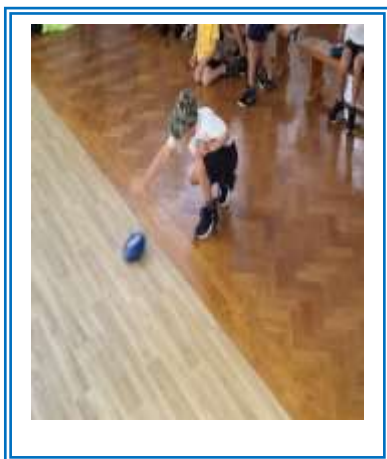
- ✓ Children who show a secure level of understanding will be provided additional challenges to the focus skill within the lesson.
- ✓ Children showing expertise at a certain colour level of an **FMS** will be encouraged to apply the next level colour of challenge. The colour order in levels of difficulty are Yellow, Green, Red, Pink, Blue and Black.
- ✓ Children will be asked to show their understanding by demonstrating a skill to others as well as supporting others through peer feedback.

What learners at East Preston Infants say about Physical Education:

Reception – “I like to use the rolling stones. I hit the target and got a point!”

Year 1 – “I love Sports Day! My favourite activity was the Bean Bag Bombing!”

Year 2 – “We got to perform our dance at the Worthing Pavilion. At the end we bowed and everyone clapped!”



Successes in 2022-2023:

- New PE scheme researched and training days attended.
- Children showed a positive attitude towards PE lessons and a good level of understanding about the need for living a healthy, active lifestyle.

Focus for 2023-2024:

- To embed the Real PE scheme into our teaching practice.
- To raise the profile of PE within our school by increasing participation in locality sports events.
- To further develop our ‘Positive Play’ lunchtime provision to ensure there is a wider range of physical activities / sports opportunities for children to engage with.