

## Wallace Fields Infant School & Nursery

### *Subject Story for Physical Education*



#### **Intent:**

PE at Wallace Fields Infant School and Nursery is taught to inspire children to develop a lifelong interest in physical activity to ensure that they lead and understand the importance of a healthy and active life in the future. We aim to ensure that all staff are equipped with the skills to teach PE effectively so that the children similarly develop the necessary knowledge and skills. We also aim to provide the children with a wide variety of sporting activities after school lead by internal and external staff and ensure that these are inclusive to all children. We ensure that children are given the opportunity to participate in local competitive tournaments. We recognise that regular participation in PE is paramount to children's physical, emotional and mental well-being as it instils self-discipline, promotes self-confidence and reduces stress levels. We provide children with numerous opportunities that build character and help to embed the values of fairness and respect.

*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.*

#### **Implementation:**

In Reception, Year 1 and Year 2, PE is discretely taught each week for at least 2 hours by the class teacher. Teachers in Reception, Year 1 and Year 2 use the *Get Set for PE* planning resources to aid them in teaching high quality PE sessions each week, with a focus in progression of skills. This supports teachers to ensure consistent quality teaching.

In the Early Years and Year 1 outdoor learning areas, children have access to equipment that develops their gross motor skills, helping them to negotiate space, build core strength and improve coordination which are key elements of the 'Physical Development' strand within the Early Years Foundation Stage (EYFS) curriculum.

At our school, we place a strong emphasis on supporting children's mental as well as physical health. To promote this, the whole school takes part in the Daily Mile, which helps to improve the physical, social, emotional and mental wellbeing of all our children regardless of age, ability or personal circumstances. We also celebrate Mental Health Day each year and promote mindfulness activities throughout the week, helping children develop fun and practical strategies to support their wellbeing and emotional awareness.

We have a timetable of structured games at lunchtimes to ensure purposeful physical activity takes place. This also helps children know what to expect each day. Our Year 2 Playtime Pals help to organise and support these activities, which change each term to keep children engaged and motivated.

At Wallace Fields, the children also attend Nature Explorer sessions. These sessions give the children the opportunity to get outdoors, be active, explore, learn and engage with the natural world and take safe risks. The lessons involve a variety of play-based educational activities in a safe environment which include scavenger hunts, woodland crafts, den making and much more. The activities encourage the children to use their problem solving and team working skills, building a sense of independence and self-esteem.

Reception and Nursery Big Stars children have weekly sessions, and they take place all year round. Children in KS1 receive a term and a half of weekly sessions.

### **Progression across year groups:**

Our PE lessons are planned using the Get Set 4 PE platform, which aligns with our core values, our whole child approach to PE and the objectives laid out in the National Curriculum. Get Set 4 PE is planned so that progression is built into the scheme, which ensures our children are increasingly challenged as they move up through the school.

- **In EYFS**, physical development is a key focus and is taught through both discrete PE lessons and throughout the learning that takes place every day. Children progress their physical development by learning and understanding their own needs, negotiating space and moving freely in a way that is safe and appropriate, also mastering how to hold a pencil and developing their fine motor skills. Children will demonstrate good control and co-ordination which provides them with a secure foundation to move up to Key Stage 1.
- **In Year 1**, children utilise the control and co-ordination obtained in the Early Years and begin to develop fundamental movement skills including running, jumping, throwing and catching, as well as further enhancing their balance, agility and co-ordination. Children will begin to work cooperatively in simple team games whilst recognising and applying rules to ensure games are fair.
- **In Year 2**, children will continue to build on, deepen and secure their knowledge and skills in a variety of physical activities. They will access a broad range of opportunities to extend their balance, agility and co-ordination both individually and whilst working with others. Children are able to participate in competitive activities both in school and at a local level.

### **Impact:**

- ✓ We will see that children know more and remember more in PE, demonstrated through evidence in lessons and pupil voice. They will be able to recall prior learning and apply it in new contexts. As a result, children will begin each new year with the skills and knowledge needed to build upon previous learning.
- ✓ Children will be able to confidently explain the importance of engaging in regular physical activity. A high proportion of pupils will have opportunities to participate in local competitions, helping build confidence and teamwork.
- ✓ Teachers will feel increasingly confident in delivering PE lessons through the use of the Get Set for PE scheme and resources.
- ✓ With structured games at playtimes and lunchtimes, teachers will report that children return to class more focused and ready to learn. The Daily Mile continues to have a transformational impact, improving not only children's fitness, but also their attainment, mood, behaviour and overall wellbeing.

### **If you were to walk into a PE lesson at WFIS & Nursery you would see:**

- ✓ *All children are engaged, challenged and working collaboratively whilst enjoying their PE lesson.*
- ✓ *Each lesson has a key skill that is taught and then utilised in a variety of ways.*
- ✓ *Cumulative skills progression between and within lessons.*
- ✓ *Children demonstrating their understanding of the different benefits of taking part in Physical Education.*

## British Values and Spiritual, Moral, Social and Cultural Learning in Physical Education:

**British Values:** Democracy is promoted when children are taught about the need for different roles and different responsibilities, including teamwork and decision making. Values like the Rule of Law are fostered when talking about appropriate rules, fairness and respect, through a variety of PE activities.

**Spiritual** education in PE involves students developing a variety of skills which allows the students to express their feelings and emotions as well as be amazed by what their bodies can achieve.

**Moral** education in PE concerns children having the opportunity to understand how PE can influence their healthy living and lifestyle. PE highlights the advantages of health and lifestyle through team sports and health related fitness. Children are also able to understand the rules of activities and the reasons why they need to abide by them and understand what fair play is.

**Social** education in PE allows children to use a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds.

**Cultural** education in PE means children are given the opportunity to learn games and dances from different traditions, including their own, as well as having opportunities to take part in sporting competitions with schools in the local area. This often means the children are absorbing themselves into different cultures from around the country and learning respect for these cultures.

### Pupil Voice:

**Nursery:** "I can touch my toes!"

**Reception:** "I like using my arms to help me skip!"

**Year 1:** "My heart beat gets really fast when I exercise!"

**Year 2:** "My body is amazing and can do anything if I practise enough. When I exercise, I always feel much happier afterwards."

### Outstanding Learning Outcomes:



*Dance Workshop – led by outside professionals developing the children's dance skills, and providing high quality professional development for teachers*



*Annual Sports day- Children learn important values and athletics.*



*Outdoor gross motor area supports younger children in developing their determination, confidence and gross motor skills*

### Successes in 2024-25:

- ☺ Teachers have received training to enhance our Nature Explorer activities, increasing their confidence in delivering sessions and completing activities that are linked to our current topics.
- ☺ Playtime and lunchtime activities have become more effective in ensuring that purposeful physical activity takes place.
- ☺ Increased participation in after-school clubs has contributed to the development of pupils' fundamental movement skills.
- ☺ Children have been participating in mindfulness activities throughout the week, helping them to recognise emotions and improve their overall wellbeing.

### Priorities for 2025-26:

- ⇒ Children will continue to develop leadership skills through delivering physical activities at playtime and lunchtime.
- ⇒ To continue raising the profile of Physical Education, families will be encouraged to take part in sporting activities with their children, promoting fitness across the community.
- ⇒ Throughout the year, children will have the opportunity to participate in a variety of competitions, including district sports, Panathlon, dance festivals, football matches, scatterball, and more.
- ⇒ A variety of workshops will be organised to encourage participation in sport and inspire children to achieve their best.