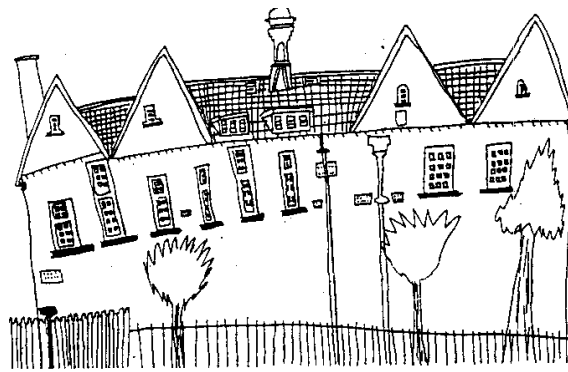


PE at Letchmore Infants' and Nursery School 2024/2025



Subject Intent Statement

At Letchmore Infants' and Nursery school, we recognise the importance of PE and the role it has to play in promoting long term, healthy lifestyles. The intent of the PE curriculum here at is to provide all children with high quality PE and sport provision. It is our vision for every pupil to succeed and achieve their potential as well as to lead physically active lifestyles. It is our mission to *inspire* our pupils through fun and engaging PE lessons that are enjoyable, challenging and accessible to all. We want our pupils to appreciate and know the benefits of a healthy and physically active lifestyle. Through our teaching of PE, we will provide opportunities for pupils to develop our school values and transferrable life skills such as fairness and respect which is key in becoming a responsible citizen as well as providing them with opportunities to take part in competitive sport. We want them to recognise that success comes in many forms and considering the needs of our school, contribute to raising their self-esteem through our growth mind-set approach to learning.

Whole School Sport Improvement Plan Aim/Objectives

1. To develop distributed leadership across the school based on the belief that everyone can be a leader.
2. To embed an inspiring, creative and empowering curriculum that equips our children for today and tomorrow.
3. To further enrich our nurturing culture and environment through a whole school ethos of positive mental health and wellbeing for all

School Sports Premium Funding Intent

The Government provides each primary school throughout England with additional funding which is to be spent on improving the PE and sports provision within schools. At Letchmore Infants' and Nursery School we believe a high-quality PE curriculum should be an integral part of the whole school curriculum and one that staff, pupils and parents understand and can contribute to. Our school recognises the values that a high-quality PE and school sport curriculum gives pupils, in addition to lunchtime provision, Child initiated Learning, after school clubs and wrap round care provision.

Our school uses funding to make additional and sustainable improvements to the quality of PE and sport we offer. We plan to see improvements across these five key indicators:

1. The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
2. The profile of PE and sport is raised across the school as a tool for whole-school improvement
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in school sport.

Provision for vulnerable groups and children with SEND:

Class teachers will make adaptations to the curriculum appropriate to the needs of individual children. Learning activities and outcomes will be differentiated to ensure **all** pupils are able to participate fully and make progress. Resources will be adapted as appropriate to ensure **all** pupils can access **all** aspects of learning. Adaptations may include: use of different equipment, use of space, sensory circuits, adaptation of activities, additional adult support. This list is not exhaustive and class teachers will work in collaboration with the child, parents / carers, SENCo, LSAs and external professionals to understand and respond to the children's individual needs.

Implementation

Delivery of PE lessons- GET SET for PE

EYFS Nursery- children develop physical skills daily when accessing provision. In the moment planning allows practitioners to assess the needs of the children and provide opportunities to develop movement skills.

EYFS Reception- Weekly PE lessons are delivered by class teachers. Opportunities for Physical development are planned into daily continuous provision.

KS1- Weekly PE lessons taught by class teacher. Class teachers are responsible for ensuring high quality PE lessons for all and supporting differentiation of needs for the children in their class.

Active 60

In addition to our weekly PE lessons, we aim for all our pupils to achieve 60 minutes daily activity.

Active lunchtimes/ Sports Leaders

Lunchtimes at Letchmore are active. The playground is zoned with a timetable of activities provided throughout the week. These activities include football, basketball, tennis, skipping, disco, obstacle courses and construction. The activities are supported by the lunchtime staff and a group of Year 2 sports leaders.

CIL

Across the school the children are provided with opportunities on a daily basis to develop their physical literacy and be active during their daily Child initiated learning. Resources are

available in each year group for the children to use and teachers plan activities to develop skills taught during PE lessons or develop fundamental movement skills.

Wake up shake up

Timetabled brain breaks are provided throughout the day to get the children moving and improve concentration. These include dancing, yoga, aerobic activities, body percussion.

Movement Mondays

During CIL on a Monday the playground is set up with activities that support fundamental skills or build on skills taught in PE lessons. The children can practise their skills and work on their termly personal challenges.

Personal Challenges

Throughout the year children are given the opportunity to take on personal challenges. These allow the children to see the progress they can make overtime. This will try to beat their golden mile score during movement Mondays, a santa run, Jumping challenge and skipping challenge. All personal challenges will focus on physical literacy and fundamental movement skills.

Stevenage Sporting Futures

As members of the local sports partnership, we are able to offer the children additional opportunities to participate in sports and competitions. This includes a mini commonwealth games where we compete against the other local infant schools.

Enrichment days

Each term every year group has an enrichment day run by Premier education. This allows the children to experience a wider range of activities. This year's experiences will include Archery, fencing, tennis, dance and Mini Olympics.

Afterschool clubs

We offer a range of after school clubs available to pupils. This academic year these include Tennis, Football, Basketball, Archery, Gymnastics and Dance.

Sports Day

Each Year group from Nursery to Year 2 will hold an annual sports day. This is an opportunity to showcase the skills taught throughout the year and teach the children about the competitive elements of sport.

Parental engagement

As part of Active 60 we work closely with parents to ensure that the children are active outside of school. Parents receive regular updates about PE learning and events in school. We share information about local events, online activities, and local sports clubs. Parents are invited to our Sports day and are invited to take part in the challenges we set throughout the year.

Pupil premium and SEN children are invited to be part of our go bag scheme to promote physical activity and skill development at home.

Curriculum plan

F.M.S through fundamentals, fitness and athletics

Reception	Fundamentals : Unit 2	Ball Skills : Unit 2	Dance : Unit 2	Gymnastics : Unit 2	Sports Day Athletics	Games : Unit 2
Year 1 <i>greenfinch</i>	Ball Skills	Gymnastics	Dance	Invasion Games	Athletics	Target Games
	Fundamentals	Yoga	Yoga	Fitness	Team Building	Fundamentals
Year 2 <i>Snowy Owl</i>	Sending and Receiving	Gymnastics	Dance	Net and Wall Games	Athletics	Striking and Fielding Games
	Fundamentals	Yoga	Yoga	Fitness	Team Building	Fundamentals

Progression Journey: Dance

This unit links to the following strand of the NC:
KS1: perform dances using simple movement patterns.

KS2: perform dances using a range of movement patterns.

EYFS	1	2	3	4	5	6
Copy basic body actions and rhythms.	Copy, remember and repeat actions.	Copy, remember and repeat a series of actions.	Copy remember and perform a dance phrase.	Copy, remember and adapt set choreography.	Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.	Perform dances confidently and fluently with accuracy and good timing.
Choose and use travelling actions, shapes and balances.	Choose actions for an idea.	Select from a wider range of actions in relation to a stimulus.	Create short dance phrases that communicate an idea.	Choreograph considering structure individually, with a partner and in a group.	Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.	Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.
Travel in different pathways using the space around them.	Use changes of direction, speed and levels with guidance.	Use pathways, levels, shapes, directions, speeds and timing with guidance.	Use canon, unison and formation to represent an idea.	Use action and reaction to represent an idea.		
Begin to use dynamics and expression with guidance.	Show some sense of dynamic and expressive qualities.	Show a character through actions, dynamics and expression.	Match dynamic and expressive qualities to a range of ideas.	Change dynamics to express changes in character or narrative.	Confidently perform choosing appropriate dynamics to represent an idea.	Improvise and combine dynamics demonstrating an awareness of the impact on performance.
Begin to count to music.	Begin to use counts.	Use counts with help to stay in time with the music.	Use counts to keep in time with a partner and group.	Use counts when choreographing short phrases.	Use counts accurately when choreographing to perform in time with others and the music.	Use counts when choreographing and performing to improve the quality of work.

Progression Journey: F.M.S through fundamentals, fitness and athletics

These units link to the following strands of the NC:

KS1: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.

KS2: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.

EYFS	1	2	3	4	5	6
Run and stop with some control.	Attempt to run at different speeds showing an awareness of technique.	Show balance and co-ordination when running at different speeds.	Show balance, co-ordination and technique when running at different speeds, stopping with control.	Demonstrate how and when to speed up and slow down when running.	Run at the appropriate speed over longer distances or for longer periods of time.	Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.
Explore skipping as a travelling action.	Begin to link running and jumping movements with some control.	Link running and jumping movements with some control and balance.	Link running, hopping and jumping actions using different take offs and landing.	Link hopping and jumping actions with some control.	Show control at take-off and landing in more complex jumping activities.	Link running, jumping and hopping actions with greater control and co-ordination.
Jump and hop with bent knees.	Jump, leap and hop and choosing which allows them to jump the furthest.	Show hopping and jumping movements with some balance and control.	Jump for distance and height with an awareness of technique.	Jump for distance and height showing balance and control.	Perform a range of more complex jumps showing some technique.	Perform jumps for height and distance using good technique.
Throwing larger balls and beanbags into space.	Throw towards a target.	Change technique to throw for distance.	Throw a variety of objects, changing action for accuracy and distance.	Throw with some accuracy and power towards a target area.	Show accuracy and power when throwing for distance.	Show accuracy and good technique when throwing for distance.
Balance whilst stationary and on the move.	Show some control and balance when travelling at different speeds.	Show control and balance when travelling at different speeds.	Demonstrate balance when performing other fundamental skills.	Demonstrate good balance when performing other fundamental skills.	Demonstrate good balance and control when performing other fundamental skills.	Show fluency and control when travelling, landing, stopping and changing direction.
Change direction at a slow pace.	Begin to show balance and co-ordination when changing direction.	Demonstrates balance and co-ordination when changing direction.	Show balance when changing direction in combination with other skills.	Show balance when changing direction at speed in combination with other skills.	Demonstrate improved body posture and speed when changing direction.	Change direction with a fluent action and can transition smoothly between varying speeds.
Explore moving different body parts together.	Use co-ordination with and without equipment.	Perform actions with increased control when co-ordinating their body with and without equipment.	Can co-ordinate their bodies with increased consistency in a variety of activities.	Begin to co-ordinate their body at speed in response to a task.	Can co-ordinate a range of body parts at increased speed.	Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.

Progression Journey: Games through ball skills, sending and receiving, invasion, target, net and wall, striking and fielding games

These units link to the following strands of the NC:

KS1: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.

KS2: use running, jumping, throwing and catching in isolation and in combination.

Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

EYFS	1	2	3	4	5	6
Drop and catch with two hands.	Drop and catch a ball after one bounce on the move.	Dribble a ball with two hands on the move.	Dribble the ball with one hand with some control in game situations.	Link dribbling the ball with other actions with increasing control.	Use dribbling to change the direction of play with some control under pressure.	Use dribbling to change the direction of play with control under pressure.
Move a ball with feet.	Move a ball using different parts of the foot.	Dribble a ball with some success, stopping it when required.	Dribble a ball with feet with some control in game situations.	Change direction when dribbling with feet with some control in game situations.	Dribble with feet with some control under increasing pressure.	Use a variety of dribbling techniques to maintain possession under pressure.
Throw and roll a variety of beanbags and larger balls to space.	Throw and roll towards a target with some varying techniques.	Throw and roll towards a target using varying techniques with some success.	Use a variety of throwing techniques in game situations.	Use a variety of throwing techniques with increasing success in game situations.	Use a variety of throwing techniques with some control under increasing pressure.	Use a variety of throwing techniques including fake passes to outwit an opponent.
Kick larger balls to space.	Kick towards a stationary target.	Show balance when kicking towards a target.	Kick towards a partner in game situations.	Kick with increasing success in game situations.	Use a variety of kicking techniques with some control under increasing pressure.	Select and apply the appropriate kicking technique with control.
Stop a beanbag or large ball sent to them using hands.	Catch a beanbag and a medium-sized ball.	Catch an object passed to them, with and without a bounce.	Catch a ball passed to them using one and two hands with some success.	Catch a ball passed to them using one and two hands with increasing success.	Catch and intercept a ball using one and two hands with some success in game situations.	Catch and intercept a ball using one and two hands with increasing success in game situations.
Attempt to stop a large ball sent to them using feet.	Attempt to track balls and other equipment sent to them.	Move to track a ball and stop it using feet with limited success.	Receive a ball sent to them using different parts of the foot.	Receive a ball using different parts of the foot under pressure.	Receive a ball using different parts of the foot under pressure with increasing control.	Receive a ball with consideration to the next move.
Hit a ball with hands.	Strike a stationary ball using a racket.	Strike a ball using a racket.	Strike a ball with varying techniques.	Strike a ball using varying techniques with increasing accuracy.	Strike a ball using a wider range of skills. Apply these with some success under pressure.	Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.
Run and stop when instructed.	Run, stop and change direction with some balance and control.	Run, stop and change direction with balance and control.	Change direction with increasing speed in game situations.	Change direction to lose an opponent with some success.	Use a variety of techniques to change direction to lose an opponent.	Confidently change direction to successfully outwit an opponent.
Move around showing limited awareness of others.	Recognise space in relation to others.	Move to space to help score goals or limit others scoring.	Use space with some success in game situations.	Create and use space with some success in game situations.	Create and use space for self and others with some success.	Effectively create and use space for self and others to outwit an opponent.
Make simple decisions in response to a situation.	Begin to use simple tactics with guidance.	Use simple tactics.	Use simple tactics individually and within a team.	Use simple tactics to help their team score or gain possession.	Understand the need for tactics and can identify when to use them in different situations.	Work collaboratively to create tactics within their team and evaluate the effectiveness of these.

Progression Journey: **Body Management** through yoga and gymnastics

These unit link to the following strands of the NC:

KS1: master basic movements as well as developing balance, agility and co-ordination.

KS2: develop flexibility, strength, technique, control and balance.

EYFS	1	2	3	4	5	6
Create shapes showing a basic level of stillness using different parts of their bodies.	Perform balances making their body tense, stretched and curled.	Perform balances on different body parts with some control and balance.	Complete balances with increasing stability, control and technique.	Use body tension to perform balances both individually and with a partner.	Show increasing control and balance when moving from one balance to another.	Combine and perform more complex balances with control, technique and fluency.
Begin to take weight on different body parts.	Take body weight on hands for short periods of time.	Take body weight on different body parts, with and without apparatus.	Demonstrate some strength and control when taking weight on different body parts for longer periods of time.	Demonstrate increasing strength, control and technique when taking own and others weight.	Use strength to improve the quality of an action and the range of actions available.	Demonstrate more complex actions with a good level of strength and technique.
Show shapes and actions that stretch their bodies.	Demonstrate poses and movements that challenge their flexibility.	Show increased awareness of extension and flexibility in actions.	Demonstrate increased flexibility and extension in their actions.	Demonstrate increased flexibility and extension in more challenging actions.	Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.	Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.
Copy and link simple actions together.	Remember, repeat and link simple actions together.	Copy, remember, repeat and plan linking simple actions with some control and technique.	Choose actions that flow well into one another both on and off apparatus.	Plan and perform sequences showing control and technique with and without a partner.	Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.	Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.

Progression Journey: **SET**

	EYFS	1 2	3 4	5 6
SOCIAL	<p>Take turns.</p> <p>Learn to share equipment with others.</p> <p>Share their ideas with others.</p>	<p>Encourage others to keep trying.</p> <p>Talk to a partner about their ideas and take turns to listen to each other.</p> <p>Work with a partner and small group to play games and solve challenges.</p>	<p>Encourage and motivate others to work to their personal best.</p> <p>Work with others to achieve a shared goal.</p> <p>Work with others to self manage games.</p>	<p>Share ideas with others and work together to decide on the best approach to a task.</p> <p>Lead others and show consideration of including all within a group.</p> <p>Communicate with others clearly and effectively.</p>
EMOTIONAL	<p>Try again if they do not succeed.</p> <p>Practise skills independently.</p> <p>Confident to try new tasks and challenges.</p>	<p>Show determination to continue working over a longer period of time.</p> <p>Determined to complete the challenges and tasks set.</p> <p>Explore skills independently before asking for help.</p> <p>Confident to share ideas, contribute to class discussion and perform in front of others.</p>	<p>Persevere when finding a challenge difficult.</p> <p>Understand what their best looks like and they work hard to achieve it.</p> <p>Begin to use rules showing awareness of fairness and honesty.</p> <p>Show an awareness of how other people feel.</p>	<p>Understand what maximum effort looks and feels like and show determination to achieve it.</p> <p>Use different strategies to persevere to achieve personal best.</p> <p>Compete within the rules showing fair play and honesty when playing independently.</p> <p>Confident to attempt tasks and challenges outside of their comfort zone.</p>
THINKING	<p>Begin to identify personal success.</p> <p>Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping.</p> <p>Begin to provide simple feedback saying what they liked or thought was good about someone else's performance.</p>	<p>Make decisions when presented with a simple challenge. E.g. move to an open space towards goal.</p> <p>Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus.</p> <p>Provide feedback beginning to use key words from the lesson.</p>	<p>Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move.</p> <p>Select and apply from a wider range of skills and actions in response to a task.</p> <p>Provide feedback using key terminology.</p>	<p>Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement.</p> <p>Recognise and explain their thought process when playing games or completing tasks. E.g. I moved here because my teammate was over there.</p> <p>Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.</p> <p>Select and apply appropriate skills for the situation when under pressure.</p>

Impact

- 94% of EYFS and 95% of KS1 pupils were working at ARE in PE at the end of the 2023/24 academic year.
- [KS1 golds sports mark July 2024-](#) 'This recognition is to award your dedication, hard work, and commitment to promoting physical education and sports within your school community. Your efforts in fostering a positive and engaging environment for your students to develop their physical skills and embrace the values of teamwork and healthy competition are truly commendable. Achievements like these play a crucial role in shaping the well-being and holistic development of young learners. Once again, congratulations on this achievement.' SSFT 2024
- Nominated as the SSFT KS1/EYFS engagement award receiving highly commended.

'This was so much fun, i think I beat my score from last year' Year 2 pupil Santa Run December 2023

'I loved working with my team and I can't believe we won against the other schools' Year 1 pupil Infant commonwealth games May 2023

'I was really good at curling, I beat everyone! I loved going to the big school to play all the games' Barnwell inclusion event June 2024

'I have loved being a sports leader, I got to organise games and help with challenges' Maeve Year 2 sports leader 2024

'I love it, each week I try to beat my running total and I learnt how to skip' Olivia, Year 1 Movement Mondays.

'I couldn't do it but then I kept trying and now I can do 10 skips' Harley, Reception 2024 skipping challenge/ workshop

'My child absolutely loved the Santa run, getting the medal made her feel extremely special' Nursery Parent 2024

