



*Be all you can be*  
Hayes School

## PE at Hayes: Subject Story





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## **The Hayes Curriculum Vision Statement**

At Hayes, we strive for our children to push beyond any perceived idea of potential, to be all they can be, regardless of background. Our vision is for all of our children to leave us as good human beings - happy, kind and responsible. Our curriculum is integral in shaping the children to become independent and life-long learners. Our curriculum aims to equip our children with the ability to 'think' in order to make sense of an ever-changing world. The breadth our curriculum provides is underpinned by thinking. This thinking will allow our children to make sense of the world around them and before them in order that they can live fulfilling and happy lives, being all they can be.



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## Intent: PE

At Hayes we aim to provide a PE curriculum that children not only enjoy through an engaging range of sports and core skills, but one which also allows them to experience a broad spectrum of activities that help them to develop their understanding of health, fitness and wellbeing.

We aim to develop children's core skills in PE through progression that will allow them to apply these skills to a range of different sports that the school provides through lessons, after school clubs and school competition.

The progression of these skills maintains a level of challenge to children so that they can be accessed across different disciplines. The curriculum has been organised in collaboration with our PE provider, Kinetic Sports Group (KSG), in order that the children understand the importance of sport in school not only for their physical benefits, but also for their social development. This also has an impact on the children's understanding of the School Values and the school motto, 'Be All You Can Be'.

Through the implementation of engaging and appropriately challenging PE across EYFS, Key Stage 1 and Key Stage 2, children will use personal skills such as Collaboration, Resilience, Communicating with Clarity and Reflection regularly.

The National Curriculum for PE 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



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## Intent: PE

### How PE at Hayes reflects our school setting

At Hayes, the children thoroughly enjoy their PE lessons with Kinetic Sports Group (KSG) and look forward to their time with 'Mr A' each week.

By offering free sports clubs after school run by teachers, alongside the paid sports clubs and Holiday Clubs offered by KSG, the school tries hard to make extra-curricular PE available to as many children as possible, mirroring the sense of inclusivity that is a strength of Hayes.

PE@Playtimes, PE with Mr A at lunchtimes and Play Leader led lunchtime PE activities are available to the children each day, in addition to their scheduled PE slots, and the children are encouraged to join in with these regularly - indeed, the Year Two children can be seen rushing out to sit on the bench each day at playtime, eager to be grouped and see their activity modelled before being able to go to their station and begin!

Covid regulations and restrictions have impacted massively on the Mental Health and Wellbeing of the children and the staff at Hayes put in lots of effort to ensure that they were providing opportunities for PE at home as part of their Home Learning Package each week, using Class Dojo to encourage parents to join in with the activities with their children and post videos of their successes, in order to help them keep as active as possible throughout the various lockdowns and ensuring that their learning in PE continued to be fun.

PE at Hayes is learning that is thoroughly enjoyed by the large majority of pupils at Hayes and we are always looking at ways to continue to develop this area of the curriculum through our partnership with Kinetic sports Group.



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## Implementation: PE

Children receive both indoor and outdoor PE sessions with their specialist KSG teacher. In EYFS and KS1, children focus on core skills such as movement, throwing, catching and balance. These are then implemented in the context of individual and team-based games, as well as Sports Day activities, by the end of Year 2.

In KS2, children build on the skills they have learned by implementing them and learning further skills in more challenging scenarios. Areas such as invasion games, striking/batting games, outdoor adventurous activities, gymnastics and athletics are taught at this stage.

Children in Years 3 and 4 are also taken swimming throughout the year, to be taught how to swim by a swimming teacher at the Torbay Leisure Centre, in line with the National Curriculum. At the end of each academic year, there is a Sports Day for EYFS, KS1 and KS2 pupils with the main intentions of allowing children to participate in a team event, encouraging others, celebrating success and children trying their best - and above all, engagement and fun. All children compete equally in this event, with year group teams split into their house groups and earning points towards the grand total for their house. Winning house teams are decided for each phase, with an overall house winner too.



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## Implementation: PE

Through the school's partnership with KSG, opportunities had been planned for children to compete in an extra sports day event with children from other schools that KSG work with. Unfortunately, this has had to be postponed due to Covid but we are hoping to be back on track in this area for the 2022-23 academic year. KSG have also been investigating other avenues, in terms of inter-school competition opportunities.

Children are also offered a range of different after school clubs by KSG and teachers. Sports clubs are updated termly based on weather conditions and regularly include tag rugby, netball, dance and multi-sports provided by teachers, as well as hoverboarding, handball, basketball and multi-sports provided by KSG. This provision has been severely hampered by Covid but we are hoping to be back on track with this by Summer term 2022.

Another development interrupted by Covid has been the training of children to assist our Play Leaders in setting up and monitoring playground activities at lunchtimes. This will be looked at again when Covid restrictions are relaxed to the point where there is a need for support in this area for our Play Leaders - currently, the crossing of bubbles would be too restrictive for this to prove effective and the numbers of children on the playgrounds and field at any time are such that the Play Leaders are able to keep all children actively engaged without further support.

The Kinetic coach is currently available to assist with this, throughout each lunchtime.



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## Implementation: PE

At Hayes, PE is viewed as a vehicle to assist in the development of well-balanced children ready for the 21st century.

We focus on the 'Head, Hands, Heart' mantra in relation to our PE curriculum, with the aim of achieving transformative change, as introduced by educationalist David Orr.

### HEAD - THE THINKING PHYSICAL BEING:

- Decision maker
- Analytical - deep understanding
- Confident
- Creative



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## Implementation: PE

### HANDS - THE DOING PHYSICAL BEING:

- Physically competent
- Grows and develops
- Physically active
- Competitive

### HEART - THE BEHAVIOURAL CHANGE PHYSICAL BEING:

- Involved and engaged
- Grows socially and emotionally
- Builds character and values
- Leads a healthy, active lifestyle





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## What is PE?

“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.”

(Ofsted Research Review Series: PE, March 2022)

At Hayes, we believe that these entitlements link well with, and help to embed and strengthen, our core values of **Responsibility, Success, Resilience, Discovery, Aspiration and Friendship** and reinforce our school motto ‘**Be All You Can Be**’

All lessons begin with reflection on previous learning and retrieval of the key vocabulary used that is relevant to the area of PE being taught and teachers and KSG coaches regularly quiz the children with appropriate questioning, to ensure the understanding of the subject discipline is embedded and follows the progression timeline, both in terms of key vocabulary and accurate retrieval of knowledge.



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## What is PE?

### To quote the Ofsted Research Series: PE

PE has been described as a chameleon 'that changes its colours' based on the differing priorities of different stakeholders.

High quality PE is an entitlement for all pupils, regardless of their starting points or their prior experiences of sport and physical activity.

I like these quotes because they both resonate with the broad range of pupils from differing backgrounds and experiences that we have in our school setting and they mention priorities, experiences and entitlement. At Hayes, our priorities in terms of PE include enjoyment, engagement, understanding and progression and we firmly believe that our pupils are entitled to a high-quality provision in the curriculum area of PE which provides these.

In employing KSG as our provider for PE, we believe that we are offering a quality of specialist teaching that is of a higher quality than that which could be provided by our teaching staff, most of whom are not specialist teachers of PE.



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## What is PE?

### Retrieval of Knowledge

At Hayes, retrieval of knowledge is viewed as an important aspect of the children's learning in all areas of the curriculum and is intended to become embedded as the children progress with their learning throughout the school.

Through regular reminding and retrieval of knowledge learnt, it is effectively embedded and will stay with us forever. In other words, an alteration has happened to our long-term memory. We could divide this knowledge into two main parts. Firstly, interesting facts that will remain with us forever and secondly, knowledge that individuals need to learn as part of the national curriculum.

I prefer, however, to use the terms detailed in the previously referenced Ofsted document, whereby declarative (knowing what) and procedural (knowing how) knowledge, as part of physically educating pupils, have value as 'two sides of a coin': linked and yet important in their own right.

Declarative knowledge, the factual knowledge concerning movement, rules, tactics, strategies, health and participation is explicitly linked to the content being taught and can be communicated through verbal or written means, whereas procedural knowledge can be viewed as the know-how to *apply* declarative facts, such as applying the tactics to a practise situation or modified game, which is best put into practice through physical demonstration or physical participation, in a PE setting.



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## Knowledge and Skills progression: PE

### Hayes Curriculum Map for PE

The curriculum map for PE has been devised in conjunction with KSG and is bespoke to the needs of the children at Hayes, integrating the availability of learning spaces in a manner which best utilises their use for PE purposes, whilst ensuring their availability for other areas of the curriculum to be taught, as necessary.

	Term 1		Term 2		Term 3	
	Half Term 1	Half Term 2	Half Term 1	Half Term 2	Half Term 1	Half Term 2
Nursery	Gymnastics	Ball Skills		Fundamentals	Games	Athletics
Reception	Gymnastics	Ball Skills		Fundamentals	Games	Athletics
Year 1	Gymnastics	Netball	Dance	Team Building	Striking & Fielding	Athletics
Year 2	Gymnastics	Netball	Dance	Team Building	Striking & Fielding	Athletics
Year 3	Gymnastics	Netball	Dance	Tennis	Team Building	Athletics
Year 4	Gymnastics	Netball	Dance	OAA	Rounders	Athletics
Year 5	Gymnastics	Netball	Dance	Cricket	OAA	Athletics
Year 6	Gymnastics	Netball	Dance	OAA	Golf	Athletics

PE takes place in outside spaces wherever possible and practical, to ensure the children benefit from as much fresh air as possible during their time at school. Gymnastics takes place during Autumn 1 across the school in order to allow for the wall bars to be permanently left set up and to minimise the impact of PE on the use of the Music and Drama hall. This map is to be updated shortly, after conversations with KSG in relation to Autumn 2 2022 and Spring 1 2023 - this is an ongoing process which takes place each year.



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## Knowledge and Skills progression: PE

### Hayes Curriculum Map for PE 2022-23

The curriculum map for PE has been devised in conjunction with KSG and is bespoke to the needs of the children at Hayes, integrating the availability of learning spaces in a manner which best utilises their use for PE purposes, whilst ensuring their availability for other areas of the curriculum to be taught, as necessary.

	Autumn		Spring		Summer	
Year 1	Gymnastics	Dance Link to LE +	Sending and Receiving	Team Building	Striking and Fielding	Athletics
Year 2	Gymnastics	Ball Skills Football World Cup Focus	Dance	Team Building	Striking and Fielding	Athletics
Year 3	Gymnastics	Dance	Tag Rugby Link to LE +	Tennis	Team Building	Athletics
Year 4	Gymnastics Swimming +	Fitness	Dance Link to the Romans Swimming +	OAA Swimming +	Rounders Swimming +	Athletics Swimming +
Year 5	Gymnastics	Athletics Link to the Greeks +	OAA Link to Shackleton +	Cricket	Dance	Athletics
Year 6	Gymnastics	Dance Has Anti-Bullying links	Fitness	OAA	Golf	Athletics

PE takes place in outside spaces wherever possible and practical, to ensure the children benefit from as much fresh air as possible during their time at school.

Gymnastics takes place during Autumn 1 across the school in order to allow for the wall bars to be permanently left set up and to minimise the impact of PE on the use of the Music and Drama hall.

This map is updated annually, in collaboration with Kinetic Sports Group.



## Knowledge and Skills progression: PE

### Progression Journey: Dance

NC KS1: perform dances using simple movement patterns. NC KS2: perform dances using a range of movement patterns.

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





## Knowledge and Skills progression: PE

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

NC: KS1: master basic movements including running, jumping and throwing, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. NC: KS2: use running, jumping and throwing in isolation and in combination.

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.



## Knowledge and Skills progression: PE

**Progression Journey: Games** through all games units

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

NC: KS2: use 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.	Use a variety of kicking techniques with some control under increasing pressure.	Catch and intercept a ball using one and two hands with some success in game situations.	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.	Receive a ball using different parts of the foot under pressure.	Catch and intercept a ball 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.	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.	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.	Change direction to lose an opponent with some success.	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.
Run and stop when instructed.	Run, stop and change direction with some balance and control.	Change direction with increasing speed in game situations.	Change direction with increasing speed in game situations.	Create and use space with some success in game situations.	Use a variety of techniques to change direction to lose an opponent.	Apply these with increasing control under pressure.
Move around showing limited awareness of others.	Recognise space in relation to others.	Run, stop and change direction with balance and control.	Use space with some success in game situations.	Use simple tactics to help their team score or gain possession.	Create and use space for self and others with some success.	Confidently change direction to successfully outwit an opponent.
Make simple decisions in response to a situation.	Begin to use simple tactics with guidance.	Move to space to help score goals or limit others scoring.	Use simple tactics individually and within a team.	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.	Effectively create and use space for self and others to outwit an opponent.





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## Knowledge and skills progression: PE

**Progression Journey: Body Management** through yoga and gymnastics NC: KS1: master basic movements as well as developing balance, agility and co-ordination. NC: KS2: develop flexibility, strength, technique, control and balance.

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



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## Knowledge and skills progression: PE

### Progression Journey: OAA

NC KS2: take part in outdoor and adventurous activity challenges both individually and within a team.

EYFS	1	2	3	4	5	6
<p>Follow simple instructions.</p> <p>Share their ideas with others.</p> <p>Explore activities making own decisions in response to a task.</p> <p>Make decisions about where to move in space.</p> <p>Follow a path.</p> <p>Begin to identify personal success.</p>	<p>Follow instructions.</p> <p>Begin to work with a partner and a small group.</p> <p>Understand the rules of the game and suggest ideas to solve simple tasks.</p> <p>Copy a simple diagram/map.</p> <p>Identify own and others' success.</p>	<p>Follow instructions accurately.</p> <p>Work co-operatively with a partner and a small group, taking turns and listening to each other.</p> <p>Try different ideas to solve a task.</p> <p>Follow and create a simple diagram/map.</p> <p>Understand when a challenge is solved successfully and begin to suggest simple ways to improve.</p>	<p>Follow instructions from a peer and give simple instructions.</p> <p>Work collaboratively with a partner and a small group, listening to and accepting others' ideas.</p> <p>Plan and attempt to apply strategies to solve problems.</p> <p>Orientate and follow a diagram/map.</p> <p>Reflect on when and why challenges are solved successfully and use others' success to help them to improve.</p>	<p>Accurately follow instructions given by a peer and give clear and usable instructions to a peer.</p> <p>Confidently communicate ideas and listen to others before deciding on the best approach.</p> <p>Plan and apply strategies to solve problems.</p> <p>Identify key symbols on a map and use a key to help navigate around a grid.</p> <p>Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.</p>	<p>Use clear communication when working in a group and taking on different roles.</p> <p>Begin to lead others, providing clear instructions.</p> <p>Plan and apply strategies with others to more complex challenges.</p> <p>Orientate a map confidently using it to navigate around a course.</p> <p>Explain why a particular strategy worked and alter methods to improve.</p>	<p>Communicate with others clearly and effectively when under pressure.</p> <p>Confident to lead others and show consideration of including all within a group.</p> <p>Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.</p> <p>Confidently and efficiently orientate a map, identifying key features to navigate around a course.</p> <p>Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.</p>





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## Knowledge and skills progression: PE

Progression Journey: Swimming NC: All schools must provide swimming instruction either in key stage 1 or key stage 2.

Beginner	Developers	Intermediate
Submerge and regain feet in the water.	Confidently and consistently retrieve an object from the floor with the same breath.	Confidently combine skills to retrieve an object from greater depth.
Breathe in sync with an isolated kicking action from poolside.	Begin to co-ordinate breath in time with basic strokes showing some consistency in timing.	Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.
Use arms and legs together to move effectively across a short distance in the water.	Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes.	Confidently demonstrate good technique in a wider range of strokes over increased distances.
Glide on front and back over short distances.	Combine gliding and floating on front and back over an increased distance.	Combine gliding and transitioning into an appropriate stroke with good control.
Float on front and back for short periods of time.	Float on front and back using different shapes with increased control.	Confidently link a variety of floating actions together demonstrating good technique and control.
Confidently roll from front to back and then regain a standing position.	Comfortably demonstrate sculling head first, feet first and treading water.	Select and apply the appropriate survival technique to the solution.



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## Knowledge and skills progression: PE

Progression Journey: Social, Emotional, Thinking.

	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>how 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>



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## Vocabulary Progression: PE

### Vocabulary Progression in PE

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Dance	Shape, space, balance, pathways, expression, count to music, partner work	Repeat actions, change direction, speed, levels, dynamic,	Series, range, stimulus, timing, mirroring, show a character, stay in time, performance	Perform/create, dance phrase, communicate an idea, canon, unison, formation, match qualities to a range of ideas, group work	Adapt ideas, choreography, structure, relationships, action/reaction, character, narrative, short phrases	Copy and repeat, different styles, sense of timing, relationships, respond to a stimulus, appropriate dynamics, represent an idea, perform in time with others and music	Fluency, accuracy, timing, creatively, imaginatively, individually, relation to a theme, improvise, combine,
FMS	Run, stop, skip, travel, jump, hop, throw, balance, space, direction, pace, explore	Speed, technique, control, activities, leap, furthest, target, co-ordination, travelling, equipment	Distance, balance, stop with control, accuracy, increased control, fundamental skills	Different speeds, link actions, take off/landing positions, height, consistency, awareness of technique, combine skills, consistency	Link actions with control, throw, target, accuracy, good balance; change direction at speed; in combination with other skills, co-ordination, body speed in response to a task	Run at a speed appropriate to a task, control take-off and landing, complex jumps technique, accuracy, power, throwing for distance,	Controlled running technique, link running, jumping and hopping actions, jump for height and distance, throwing accuracy and technique, fluency, control, co-ordination
Games	Drop, catch, move, throw, roll, kick, space, stop, run, decisions	Varying techniques, target, track, strike, run, stop, change direction, balance, control, tactics	Dribble, stop, throw, roll, kick, balance, target, catch, pass, bounce, track, change direction, score	Control, game situation, throwing techniques, catch, pass, kick, receive, strike, change direction, space, tactics, success, team	Dribbling, kick with accuracy, throw with accuracy, strike using varying techniques, lose an opponent, create and use space, possession	Under pressure, dribble, throw, intercept, kick, catch, change direction, apply different tactics	Fake passes, select and apply, game situations, consideration of the next move, outwit an opponent, create team tactics, evaluate tactics selected





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## Vocabulary Progression: PE

Body Management	Body parts, shape, stillness, take the weight, stretch, copy, link	Balances, body weight, poses, movements, flexibility, remember, repeat, link	Balance, control, body weight, apparatus, extension, flexibility, copy, remember, repeat, plan, link, technique	Balances, stability, control, technique, strength, taking weight, flexibility and extension in actions, choose actions that flow well	Body tension, take own weight, take others' weight, inflexibility and extension in more challenging actions, plan, perform, sequence,	Move from one balance to another, improve the quality of an action, range of actions, create and perform, perform and link actions, controlled, complex sequences	Complex balances, fluency, strength, technique, confident transition, complexity of the action, precision, control, fluency, sequence, wide range of skills
OAA	Follow instructions, share ideas, explore activities, task, space, path, identify own success	Work with a partner, small group, rules of the game, diagram, map, identify others' success	Follow instructions, work co-operatively, take turns, listen, solve, ideas, follow, create, suggest ways to improve	Give and follow instructions from a peer, collaboration, accept others' ideas, plan, apply, strategies, solve problems, orientate, reflect, improve	Clear and usable instructions, communicate ideas, listen to others, decide on an approach, identify symbols, use a key, navigate, grid, watch, describe, evaluate, effectiveness, improvements	Communication, different roles, lead others with clear instructions, complex challenges, orientate confidently, navigate around a course, explain and improve strategies	Communicate under pressure, confidence to lead a group, consideration of group members, critical thinking skills, form strategies, apply the best method, identify key features, accurately reflect on performance, suggest well thought out improvements
Swimming				Submerge, breathe in synch, poolside, glide, float, roll, retrieve, co-ordinate breath, basic strokes, consistency in timing, technique, co-ordination, range of strokes, sculling, treading water, combine skills, depth, smooth and consistent breathing technique, gliding and transitioning into a stroke, link a variety of floating actions, select and apply the survival technique appropriate to the situation			
Social	Take turns, share ideas	Encourage, ideas, take turns, listen, work with a partner, small group, solve challenges	Encourage, ideas, take turns, listen, work with a partner, small group, solve challenges	Encourage, motivate, personal best, shared goal, collaboration, self-manage games,	Encourage, motivate, personal best, shared goal, collaboration, self-manage games,	Share ideas, work together, best approach, lead, show consideration, communicate effectively	Share ideas, work together, best approach, lead, show consideration, communicate effectively



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## Vocabulary Progression: PE

Emotional	Try again, practise independently, new task, challenge	Determination, complete the challenge/task, explore independently, share, contribute, perform	Determination, complete the challenge/task, explore independently, share, contribute, perform	Perseverance, understand what their best looks like, use rules, awareness, fairness, honesty, the feelings of others	Perseverance, understand what their best looks like, use rules, awareness, fairness, honesty, the feelings of others	Maximum effort, determination, strategies to persevere to achieve personal best, compete independently within the rules, attempt tasks and challenges outside of their comfort zone	Maximum effort, determination, strategies to persevere to achieve personal best, compete independently within the rules, attempt tasks and challenges outside of their comfort zone
Thinking	Personal success, movements, actions, travel, <u>feedback</u>	Determination, complete the challenge/task, explore independently, share, contribute, perform	Determination, complete the challenge/task, explore independently, share, contribute, perform	Select and apply skills, quick decisions, respond to a task, provide feedback, key terminology	Select and apply skills, quick decisions, respond to a task, provide feedback, key terminology	Reflect and evaluate, suggest areas for improvement, recognise and explain their thought process, identify own and others' strengths and areas for development, provide sensitive feedback, select and apply appropriate skills when under pressure	Reflect and evaluate, suggest areas for improvement, recognise and explain their thought process, identify own and others' strengths and areas for development, provide sensitive feedback, select and apply appropriate skills when under pressure

FMS: Fundamental Movement Skills

OAA: Outdoor Adventurous Activities



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## **EYFS: PE - no KSG provision 2022/23**

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives.

Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination 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, coordination 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 coordination 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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.





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## EYFS (N): PE

### Physical Development Checkpoints - Nursery

Checkpoint	Physical Development - Gross Motor Skills	Physical Development - Fine Motor Skills	Other - links with PSED
September	Can run confidently. Can kick a ball. Can jump with both feet off the ground at the same time. Can catch a large ball. Can pedal a tricycle.	Explores different materials and tools. Develop manipulation and control, for example tearing paper.	
End of Autumn Term	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks	Use one-handed tools and equipment, for example, making snips in paper with scissors.  Use a comfortable grip with good control when holding pens and pencils.	
End of Spring Term	Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.	Start to eat independently and <u>learning</u> how to use a knife and fork.  Show a preference for a dominant hand.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips, do up and undo velcro shoes. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
End of Summer Term	Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.	Washes hands independently. Understands that some foods are healthier for us and some are less so. Talks about how their body feels after exercise and knows that this activity is positive for our health. <u>Uses</u> the toilet independently. Make healthy choices about food, drink, activity and toothbrushing.



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## EYFS (R): PE

### Physical Development Checkpoints - Reception

Checkpoint	Physical Development - Gross Motor Skills	Physical Development - Fine Motor Skills	Other (self-care/health)
<b>September</b>	Enjoys running and beginning to travel with more speed and control. May not have developed a fluent running style yet. Stops or attempts to avoid obstacles when running. Explores and uses climbing equipment, with a little adult support at challenging parts.	Uses a spoon or fork to eat independently. Uses mark-making tools such as paintbrushes, pens and chalk. Attempts to write their name in a way that they can recognise (May be the first few letters only, in capitals or not correctly formed). Has developed a dominant hand. Cuts straight lines with scissors/snippers. Draws circles, horizontal/vertical lines.	Washes hands with adult supervising/prompting. Uses the toilet independently.
<b>End of Autumn Term</b>	Begins to run with more fluency, avoiding obstacles. Explores and develops confidence in different ways of moving, e.g. hopping. Independently uses climbing equipment, e.g. the trim trail. Throws balls in the direction of a target/peer and attempts to catch large balls/beanbags by moving towards it.	Uses a spoon or fork to eat with increased control and independence. Forms the pre-writing shapes. Forms all the letters of their names correctly. Forms recognisable letters for the full alphabet. Uses an effective (non-palmer pencil grip) Uses scissors to cut out a simple shape independently, e.g. circle/square. Draws simple pictures which can be recognised by themselves and others, e.g. face, person, cat, house.	Washes hands independently. Understands that some foods are healthier for us and some are less so. Talks about how their body feels after exercise and knows that this activity is positive for our health.
<b>End of Spring Term</b>	Moves confidently in a range of ways; rolling - crawling - walking - jumping - running - hopping - skipping - climbing. Uses climbing equipment with confidence and enjoyment. Demonstrates good posture when working on table-top activities. Developing throwing and catching skills with appropriate apparatus, e.g. large foam ball or beanbag.	Uses a knife and fork, attempting to cut soft foods. Forms all letters of the alphabet with correct formation. Working towards or using a tripod grip. Uses scissors with effective hand-positioning and with control. Adds detail to drawings, e.g. eyelashes or windows on a house.	Knows why and when we wash our hands and does so without reminding (e.g. after using the bathroom). Discusses why it is important to brush our teeth, in simple terms, and knows some foods which may be harmful to our teeth. Discusses the effects of tiredness or lack of sleep. Discusses simple healthy food choices.



## EYFS (R): PE

<b>EOY incl. ELG</b>	<p>ELG - Negotiates space and obstacles safely, with consideration for themselves and others.</p> <p>ELG - Demonstrates strength, balance and coordination when playing.</p> <p>ELG - Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>ELG - Holds a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>ELG - Uses a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>ELG - Begins to show accuracy and care when drawing</p>	<p><b>(No mention in ELG)</b></p> <p>Discusses the effect exercise/activity has on their body.</p> <p>Knows some healthy choices we can make with regard to physical activity, food, sleep and hygiene (including oral hygiene)</p>
<b>Those working in Greater Depth may...</b>	<p>Shows precision in movements (e.g. gymnastics) and excellent body control.</p> <p>Shows strength and power when jumping, throwing etc.</p> <p>Links series of movements fluently and confidently, e.g. in Dance.</p> <p>Engages in energetic and challenging physical activity through choice and with pleasure.</p>	<p>Sits writing on or line and begin to show clear ascenders/descenders.</p> <p>Able to control the size of their letters/numbers.</p> <p>Uses a knife and fork together confidently to cut food.</p> <p>Draws detailed pictures.</p> <p>Can do/undo buttons and zips.</p>	<p>Knows why some foods are healthier, e.g. mentions nutrients, growth etc.</p> <p>Describes the effects of poor oral hygiene (e.g. cavities), lack of sleep (e.g. poor concentration and mood) and unhealthy food choices in more depth.</p> <p>Makes considered healthy choices and talks about their physical health with understanding of how we influence it.</p>

\*Some areas previously under PD now appear in PSED, e.g. dressing/undressing.



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## EYFS (R): PE



### RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	We are all special	Terrific Tales	Romp, Stomp and Swamp	Zoom, Zap, Pow!	Sensational Safari	Mud Muck and Mess
PHYSICAL DEVELOPMENT	<p>EYFS Framework: Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a child's <b>strength, co-ordination and positional awareness</b> through tumbling 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 <b>core strength, stability, balance, spatial awareness, co-ordination and agility</b>. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b>, which is later linked to <b>early literacy</b>. 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 <b>proficiency, control and confidence</b>.</p>					
FINE MOTOR	<p>Threading, cutting, weaving, playdough, fine motor activities. Manipulate objects with good fine motor skills. Draw lines, and cut using gross motor movements. Start to explore a wider range of penicillaries. ( Colouring pencils/crayons require a different grip than a felt tip etc.) Hold pencil/paint brush beyond whole hand grip. Pen and paper. Teach and model correct letter formation.</p>	<p>Threading, cutting, weaving, playdough, fine motor activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Use scissors for directional hand. Engage children in structured activities: guide them to cut to shape, write or copy.</p>	<p>Threading, cutting, weaving, playdough, fine motor activities. Begin to form letters correctly. Handle tools, objects, construction and materials. Materials with increasing control. Encourage children to draw freely. Holding small items. (Hobby Clipping) Cutting with scissors.</p>	<p>Threading, cutting, weaving, playdough, fine motor activities. Hold pencil effectively with comfortable grip. Form recognisable letters and words correctly formed.</p>	<p>Threading, cutting, weaving, playdough, fine motor activities. Develop pencil grip and letter formation confidently. Use non-hand connected for face. Use a straight line with scissors. Start to cut along a curved line, like a circle. Draw a cross.</p>	<p>Threading, cutting, weaving, playdough, fine motor activities. Form letters correctly. Copy a square. Begin to draw shapes of items, like in a triangle. Start to colour inside the lines of a picture. Start to draw pictures that are recognisable. Build things up by building blocks, such as Duplo or Lego.</p>
GROSS MOTOR	<p>Cooperation games (e.g. parachute games). Climbing – outdoor equipment. Different ways of moving to be explored with children. Changing for PE / Help individual children to develop good personal hygiene. Ask children to get on their efforts. Provide regular feedback about thorough handwashing and toileting.</p>	<p>Ball skills: throwing and catching. Games play: climbing, skipping, ropes in circle and dance related activities. Provide a range of selected resources for children to balance, sit or lie on, or pull and push. Use of wheel, ball or ball, and pedal bikes, as that children, outdoors, wheelchairs, games and cars are all good options.</p>	<p>Ball skills: jumping, dribbling, passing, throwing &amp; catching, getting on kicking. Games that require children to be able to move with varying confidence levels, skills and events. Provide a wide range of activities to support a broad range of abilities. Games / moving to music. Gymnastics. / Balance.</p>	<p>Balance – children moving with confidence. Dance related activities. Provide opportunities for children to spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p>	<p>Obstacle activities. Children moving over, under, through and around equipment. Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to spin, rock, tilt, fall, slide and bounce. Games / moving to music.</p>	<p>Games / team games involving gross motor movement &amp; dance related activities. Allow time for children to spend time sitting or lying down and listening, with heart feeling, pressure and to join in.</p>
<p><b>Daily opportunities for FINE MOTOR ACTIVITIES</b></p> <p><b>GROSS MOTOR</b></p> <p><i>All these ideas will be revisited each term. Children need time to practice and consolidate. Repetition is a good thing.</i></p>	<p>From Development Matters (21)</p> <p>Review and refine the fundamental movement skills they have already acquired – rolling – crawling – walking – jumping – running – hopping – skipping – climbing. Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education lessons and other physical disciplines including dance, gymnastics, sport and swimming. Develop these small motor skills so that they can use a range of tools, comparatively safely and confidently. Suggested tools: pencils, the drawing and writing, pointy sticks, scissors, knives, forks and spoons. Use these tools to make something or a table or string on the floor.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, hitting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>					





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## Examples of learning: PE





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## Examples of learning: PE



Learning  
Team  
Building  
skills in  
Year One

Learning  
Ball Skills  
in all  
weathers!







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## Examples of learning: PE



When the weather isn't great, we take our learning inside. Year 4 problem solving in their Team Building lesson



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## Examples of learning: PE







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## Examples of learning: PE



Balance,  
coordination,  
challenge -  
but fun at the  
heart of our  
learning in PE





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## ELF: Empowering Learners Through Feedback

*‘The most powerful single modification that enhances achievement is feedback.’ (John Hattie)*

Through effective assessment and feedback, we aim to raise attainment and accelerate progress for all pupils, helping them to ‘Be All They Can Be’.

At Hayes, we have developed ‘ELF’ : Empowering Learners Through Feedback.

ELF YOURSELF - Improve your own learning using a success criteria or similar.

ELF: ELF - Improve a peer’s learning through peer feedback.

ELF HELP - Feedback from an adult to improve learning.





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## Impact of our PE provision

If you walked in on a Hayes PE lesson, you would see:

- Children motivated and engaged in PE through high quality, inspiring lessons
- Children totally immersed in their PE lessons and the games and performances they take part in during them
- Children who leave the lesson enthused and excited to explore and take up opportunities to become involved in physical activity in school, after school and through extra-curricular clubs, both through the school and with their families during their spare time
- Children embedding PE knowledge, skills and vocabulary which progress as they move through the school



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## Impact of our PE provision

- a wide range of different and engaging sports being delivered
- children being taught different skills that are related to their sport
- children being encouraged to use Be All They Can Be
- children taking part collaboratively
- children demonstrating their understanding of the importance of warm-ups and cool-downs
- children demonstrating their understanding of the different benefits of taking part in sport
- Children using, understanding and sharing the key vocabulary associated with the activity they are undertaking



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## Impact of our PE provision

- a wide range of popular sporting events throughout the year giving children the opportunity to participate and compete
- a wide range of different sports being delivered in lessons to expose children to different skills and opportunities to participate
- Children to be given responsibilities as dedicated school Sports Leaders and act as role models to other children

Due to Covid guidelines and restrictions, our inter-school events have had to be put on hold but are expected to be resuming during the 2022/23 academic year.

Due to Covid guidelines and restrictions, our training of Sports Leaders has had to be put on hold but is set to continue during the Summer term 2023.



Some comments from Hayes children, sharing their opinions of various aspects of their learning in PE

Lemurs

(IC) "I enjoy that we work together and can play fun games during PE"

(GD) "We learn lots of new skills"

(AB) "Playing the games is good"

(LM) "I enjoy PE but would like to do more sports like netball, hockey or trampolining"

Rhinos:

(ED) "I enjoyed doing Dance because it was good exercise"

(NL) "I enjoy Team Building because when you work as a team you get more ideas"

(HU) "It's always good fun!"

Meerkats:

(LA) "PE is good because Mr A is a good teacher and he makes the lessons fun!"

(BL) "We could have better courses when we do Team Building"



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Komodo Dragons:

(JC) “MrA gets involved by showing us how to do things and then helping us to do it the best we can”

(JB) “PE@Playtime is good because it’s nice to run around as a class, rather than just in a small group like at lunchtimes”

Gibbons:

“We work in our house groups a lot and get to work together”

And an example of Teacher Voice:

(RB) “The children enjoy their end of break time PE games, especially when we can get on the field”



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## **Removing Barriers to the PE Curriculum for Hayes Children**

All lessons delivered by KSG have differentiated learning outcomes to achieve the unit objectives. Each activity is differentiated to challenge both higher and lower achievers/pupils with SEND. The KSG coach is familiar with what they are teaching and who to, and will adapt lesson plans to better cater for the needs of each class, as necessary. The KSG coach also has access to various equipment that can be used to make learning more accessible for different individual needs, should they need it.

Lesson plans also encourage and give different ways in which assessment can be carried out - e.g. peer assessment in Dance topics, where different groups would perform their routines with other groups watching and providing feedback. Coaches also ensure they know their groups of children well and are fully aware of who works well with who. Each lesson plan also has a list of 'key words' that the KSG coach will use during his delivery.





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## Removing Barriers to the PE Curriculum for Hayes Children

Teaching methods rely heavily on the use of short, long and working memory and many children with learning difficulties have challenges with one or more of these memory functions.

To enable them to learn effectively, they may need a different approach. They may need alternative methods/journeys that enable them to secure their learning for use in everyday life.

Below are examples of the key aspects of the teaching of PE at Hayes that can help with this:

- KSG to have access to relevant aspects of children's ISPs, in order to be aware of any provision required to enable access to lessons and remove potential barriers
- ELF system regularly utilised in lessons as a teaching and learning aid
- KSG coach to ensure understanding of key vocabulary by all, with support from 1:1 provision where applicable
- Regular use of the 'Head, Hands Heart' mantra to aid with the development of well-balanced children, ready for the 21st century



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## Removing Barriers to the PE Curriculum for Hayes Children

- Use visual prompts whenever possible
- Ensure instructions are delivered clearly, only one or two at a time
- Regular use of embedded vocabulary, learnt through effective vocabulary progression
- KSG coach to regularly check in with SEND children in terms of understanding, enjoyment and progress
- KSG coach to be aware of any concentration issues through access to ISP information provided by SENDCO
- Regular drinks breaks and movement breaks within each session
- Group questioning, as appropriate, to facilitate increased understanding for those who may find it difficult to process instructions as quickly as others
- Time allowed within the session for peer and group discussion
- KSG coach to ensure that sequences of lessons provide clear skills progression, with skills taught and learnt being built on in small, achievable steps
- Key vocabulary reminders at the beginning of each session
- Regular use of partner work to enable sharing of problems/ideas/solutions
- Precise use of any additional adults attached 1:1 to a child or provided to work with a specific group



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## The Hayes Values

Our six values are embedded in all areas of school life, including our PE provision.

**Responsibility**

**Success**

**Aspirations**

**Resilience**

**Discovery**

**Friendship**