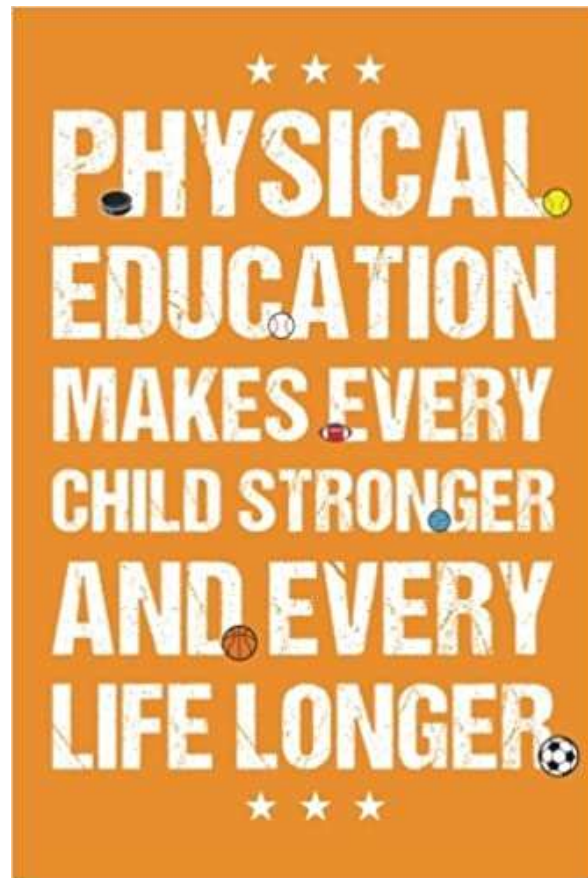
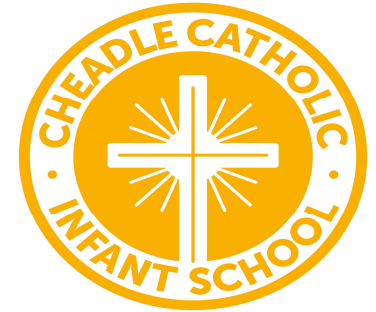


# Physical Education at CCIS



***'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.'***

DfE 2013

# Our Vision – Love, Respect, Shine

***PE inspires children to look after their bodies and minds. We encourage our children to love who they are and to love the benefits of being physically active.***

***(Love).***

***In PE we teach children about rules, statistics & tactics which addresses our key concept of fairness and respect.***

***(Respect).***

***At Cheadle Catholic Infant School, we provide opportunities for all children to develop a love of Physical Education and a love of being active. Our aim is to help our pupils to develop into adults who have the necessary skills to participate and enjoy sport and physical activity throughout life at whatever level they chose, whether recreationally or competitively. We are passionate about developing happy and healthy children who will go on to thrive and build their physical literacy. (Shine)***

# Key concepts/big ideas

- At CCIS we have carefully selected three key concepts which run through our PE curriculum:

## 1. Healthy Lifestyle

What it means	Where it appears in our curriculum
Keeping ourselves healthy. This involves talking about the amount of exercise that we do. The effect that exercise has on our bodies. This links to mental health and wellbeing. Healthy food choices is also talked about within PE sessions.	All years to do the daily mile to promote the importance of daily exercise for health and wellbeing. Also staff to speak to the children about how their bodies feel after exercising.  EYFS- Autumn: Yoga teaching the children ways to keep calm and relaxed.

## 2. Safety

What it means	Where it appears in our curriculum
<p>How to keep ourselves safe. How to look after the equipment that we are using. How to manage risk independently.</p>	<p>EYFS: Autumn: Ensuring children know how to find a space and to know why this is important. Running with spatial awareness. During continuous provision children given opportunities to manage risk when playing actively e.g. on the bikes, on the climbing frame, when using large building materials.</p> <p>KS1- Spring: Gymnastics Apparatus is a focus for gymnastics this year. Teaching will address how the children keep themselves safe on the apparatus e.g. taking turns. How to be safe getting on and off the apparatus e.g. how to land safely when jumping off and also how to move and store the apparatus safely e.g. how many children should carry each piece of equipment.</p>

### 3. Fairness & Respect

What it means	Where it appears in our curriculum
<p>Working as a team.</p> <p>Listening to others points of view and taking these on board.</p> <p>Celebrating each others strengths.</p> <p>Understanding that not everyone sees things in the same way.</p>	<p>EYFS- Spring: Dodgeball to ensure the children can follow rules and instructions of a game. Talking about respect for others bodies when enforcing rules of where the ball can be aimed.</p> <p>Y1- Spring: Creating own games Children will have to consider these values when creating their own rules for games. They will have to take on the ideas of others.</p> <p>Y2- Summer: Cross Country Children will compete against other schools so will need to show these values in a wider community. We will use the SHAPES competition values of Excel, Inspire and Bee proud. These enforce the importance of celebrating those that win, those that are determined to finish regardless of place in the competition etc.</p>

# **Curriculum**

- We have developed a scheme of work that is unique and bespoke to our school and our children.
- It was developed in line with the EYFS framework and national curriculum.
- The scheme clearly maps out the key knowledge, skills and vocabulary.

# Overview



Cheadle Catholic Infant School

PE Overview 2022/2023

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Yoga and movement expressing feelings.	Travelling in different ways.	Dance to different nursery rhymes.	Balancing in different ways.	Throwing and catching.	Travelling using equipment.
Reception	Yoga/spatial awareness.	Travelling in different ways.	Throwing and catching.	Dodgeball.	Tag rugby.	Travelling using apparatus.
Year 1	Traveling in different ways using obstacle courses.  Dance 'At the Seaside'  Gym Floor work (CPD)	Throwing and catching games.  Dance 'CATS'  Gym using low apparatus (CPD)	Dodgeball.  Gymnastics using 'Giants Tale'.  Dance (CPD) 'Penguin Small'	Tag Rugby  Dance 'Pirates' (CPD)	Creating throwing and catching games.  OAA (CPD)	Sports Days.  Athletics/BIG LEAP (CPD)
Year 2	Hand ball.  Leadership Training Making up Games/Level 1 Festival (CPD)	Creating throwing and catching games with a points system.  Leadership Training Making up Games/Level 1 Festival (CPD)	Dodgeball  Gym Floor work (CPD)	Tag Rugby  Gym using apparatus (CPD)	Dance 'Great Fire of London (CPD)  Cross Country Competitions.	Sports Days.  OAA (CPD)  Athletics/BIG LEAP (CPD)

# Pedagogy – How are lessons structured?

1. Recall previous learning -Can you still? Partner work.
2. Introduce new learning including new vocabulary-'my turn, your turn.'
3. Group work, peer support
4. Mini plenaries



# How is learning across the school sequenced?

Physical Education is taught to all pupils.

In EYFS children are taught PE sessions for a minimum of one hour per week. In addition to this outdoor continuous provision has a dedicated area for gross motor skills development which the children access daily.

In Key Stage 1 children are taught two hours of PE per week.

Physical Activity takes place every playtime for all pupils in key Stage 1: 10 minutes in the morning, 10 minutes in the afternoon and approximately 40 minutes within the 1 hour lunch break.

Children have access to sports and 'active' equipment at lunchtime break. In addition to this every class run a mile daily.

We use our running track and 'Smile for a Mile' is an integral part of everybody's day at Cheadle Catholic Infant School.



# How is learning across the school sequenced?

## **Nursery**

In the Autumn term of Nursery, we begin by using movement to express feelings alongside our book 'The Colour Monster'. We use music of different styles and cultures to create moods and explore and talk about how people move when they are sad, happy or cross.

We use yoga to explore the feeling of calm. We then move on in to moving our bodies in different ways e.g. moving like different animals.

In the Spring term of Nursery, we experiment with different movements and use these movements to link together to create a dance. This is linked to our topic of Nursery Rhymes. We then move into gymnastics and travel on different body parts working on balance and control. By the end of this term we begin to use mats and learn how to safely move and transport them.

In the Summer term Nursery, we begin practising ball skills – this is a skill that is developed throughout the whole school. In Nursery, the children start with throwing, catching, rolling, pushing, kicking and aiming which builds on their object control and manipulation skills. We also introduce the idea of fairness and respect when beginning so competitive and cooperative games.

The Summer term finishes with a revisit to gymnastics but the progression is shown as benches are introduced and there is a focus on prepositions when moving around the equipment.

## Nursery

### AUTUMN

TOPIC: Yoga and Movement

Multi-skills

Object control and manipulation

STATUTORY REQUIREMENTS	KEY QUESTIONS	ACTIVITIES
<p><b>Yoga:</b></p> <ul style="list-style-type: none"><li>• Children show good control and co-ordination in large and small movements.</li><li>• They move confidently in a range of ways, safely negotiating space.</li><li>• Increasingly follow rules, understanding why they are important.</li><li>• Learn ways to feel calm and relaxed.</li><li>• Maintains balance using hands and body to stabilise.</li></ul>	<p>Why is it important to spread out when doing PE lessons?</p> <p>Why do we need to look where we are going when moving around the space?</p> <p>How can we move our bodies?</p>	<p>Dressing &amp; undressing for PE.</p> <p>Spatial awareness.</p> <p>Week 1: Spatial awareness – go into the hall and think about finding a space. Why is it important to be spread out when doing PE? Why do we need to look where we are going when moving around the space?</p> <p>Week 2: Finding a space. Stretching. movements to show happiness vs sadness.</p> <p>Week 3: Finding a space. Stretching. movements to show anger vs calm.</p> <p>Week 4: Finding a space. Stretching. movements to show fear vs love.</p>

## **Reception**

In the Autumn term we begin by looking at our spatial and body awareness. This follows on from the learning in Nursery involving movement and how to move in different ways. The children also start multi-skills with a sports coach who focuses on agility, movement and coordination which further develops previous movement skills.

In the Spring term we move onto using dance and movement to express a theme. The theme can change depending on the children's interests for example we sometimes focus on the topic of 'Super heroes' however dances have also been made to the 'Colour Monster' book. The children are always taught to link movements together in a sequence like they have learnt in the previous year and this is then developed to use movement to tell a story.

Later into the Spring term, we move onto object control and manipulation. This involves throwing, catching, patting, pushing, rolling, kicking and aiming. These are skills that the children have encountered before so the aim is to progress further with object control and manipulation. The children are then introduced to the sport of dodgeball.

In the Summer term of Reception, we begin with games. This allows the children to develop skills learnt throughout the year and build upon communication, team work and leadership skills. We then move onto the sport of tag rugby for the rest of the term. Summer term ends with a gymnastics focus revisiting the skills learnt in the previous year but progression is made with the introduction of different height tables and the independence the children are given when using these.

## Reception

# AUTUMN

TOPIC: Yoga and movement  
Multi-skills  
Object control and manipulation

STATUTORY REQUIREMENTS	KEY QUESTIONS	ACTIVITIES
<b>Yoga:</b> <ul style="list-style-type: none"><li>• Children show good control and co-ordination in large and small movements.</li><li>• They move confidently in a range of ways, safely negotiating space.</li><li>• Increasingly follow rules, understanding why they are important.</li><li>• Learn ways to feel calm and relaxed.</li><li>• Maintains balance using hands and body to stabilise.</li></ul>	<p>Why is it important to spread out when doing PE lessons?</p> <p>Why do we need to look where we are going when moving around the space?</p> <p>How can we move our bodies?</p>	<p>Dressing &amp; undressing for PE. Spatial awareness.</p> <p>Week 1: Spatial awareness – Go into the hall and think about finding a space. Why is it important to be spread out when doing PE? Why do we need to look where we are going when moving around the space?</p> <p>Week 2: Cosmic Yoga – how can we move our bodies? Mermaids and Pirates.</p> <p>Week 3: Cosmic Yoga - how can we move our bodies? Bears and Beavers.</p> <p>Week 4: Cosmic Yoga - how can we move our bodies? Funny Monkey.</p> <p>Week 5: Cosmic Yoga - how can we move our bodies? Bees and Bugs.</p> <p>Week 6: Cosmic Yoga - how can we move our bodies? Mystery and Detective.</p>

## **Year 1**

In the Autumn term of Year 1, we begin with multi-skills focusing on agility, balance and coordination thus developing skills learnt in Reception. We also look at dance in the Autumn term. Dance in Year 1 involves exploring movement and remembering a simple phrase in response to a story stimulus. The children are able to use and adapt movement skills previously explored.

In Autumn 2 multi-skills sessions move onto ball skills with a focus on throwing and catching to further develop the children's skills. Indoors the children work on gymnastics with a particular focus on using the apparatus, with our key concept of safety in mind.

In the Spring term of Year 1, we start by playing dodgeball. This helps to further develop the children's communication, movement and ball skills. The skills used in Reception are revisited and progression is made by introducing point scoring for the children to self manage. We continue inside gymnastics with a focus on linking simple balance, jump and travel actions and remembering short sequences. A key skill worked in in year 1 gymnastics is respect when giving feedback about each others performances, thinking about the key concept of fairness and respect.

The Spring term of Year 1 also involves tag rugby. This game revisits and then builds upon the skills learnt in previous years.

In the Summer term of Year 1, we focus on games, OAA and athletics. In games, the children learn new activities and games that develop their ball, movement, leadership and teamwork skills. We also focus on OAA in which the children develop fundamental movement skills, become increasingly confident and engage in both competitive and cooperative activities.

In the second half of the Summer term, we start athletics which involves running for speed, jumping for distance and throwing.

## Year 1

### Gym CPD 2022/2023

- To explore travelling movements using the space around you.
- To develop quality when performing basic gymnastic shape, straight, tuck, straddle, pike.
- To develop stability and control when performing balances (stretched & curled)
- Explore shape jumps off low apparatus.
- Explore barrel, straight and forward roll progressions.
- Link gymnastic actions to create a sequence.

### Key Vocabulary

Travel, tuck, pike, straddle, straight, arch, dish, front/back support, balance, jump, sequence, perform, barrel roll, straight roll, forward roll, apparatus, safety

What made your travelling movements look interesting?  
What makes a good balance?

As a class can you think of three top tips?

Was it easier or harder to balance on more or less body parts?

How did you land with control? What did you need to do with your knees when landing?

Did anyone find any of the rolls challenging?

How did you make sure you worked safely today?

Why is this important?

Can you say what you liked about someone else's performance?

Can the Ch use apparatus safely & sensibly and take turns?

- Use 'animals' as stimulus to explore different body parts to travel on.
- Use high and low levels to travel.
- Develop a TRAVEL-JUMP-BALANCE sequence.
- Learn & practise basic shapes.
- Play 'quick fire' shape game'.
- Practise squeezing muscles to make them feel hard and tense when in a shape.
- Explore balance - Be as still as a statue in your balance.
- Play 'ben bag challenge' game - hold balances for 5 seconds!
- Create BALANCE-TRAVEL-BALANCE sequence.
- Explore safe jumping & landing when performing shape jumps - straight & star.
- Create a short sequence including a start and finish position, two jumps and one balance
- starting position, jump, balance, jump, finishing position.
- Explore barrel & straight/log roll/forward roll
- Complete a 5-station rolling circuit.
- Create a sequence including a start & finish position, 2 jumps, one balance 1 roll - using low apparatus

## **Year 2**

At the start of the school year in Year 2, the Sports Ambassadors participate in training with the Stockport SHAPES team. The children learn new skills and games that they can use in their role with younger children in the school. All key concepts are addressed in this training session and the children are given the role of promoting physical activity in our school.

In the Autumn term of Year 2, we begin multi-skills sessions. The session focus is throwing and catching which builds upon skills learnt in multi-skills sessions in Reception and Year 1 to progressively learn how to use these skills to play hand ball. We then continue multi-skills sessions but ensure progression by having the children create their own games thinking about attacking and defending. The key concept of fairness and respect is very important in this term. In addition to the multi skills sessions the children also have dance sessions which are linked to the topic that the children are learning about e.g. Great Fire of London.

In the Spring term of Year 2, we move onto gymnastics with Mrs O'Hare. One of the main focuses is the importance of safely handling the apparatus. The children learn how to carry and set up the apparatus sensibly and safely. We then move onto learning about the basic shapes in gymnastics and recap travelling in different ways. Outside the focus game is dodgeball in which the children can apply their previously learnt skills whilst developing their ideas on team tactics.

In the second half of the Spring term, we move onto playing tag rugby – the focus of this game is teamwork. This builds on the children's leadership, communication and listening skills.

In the Summer term of Year 2, we focus on athletics. This involves running for speed, jumping for distance and throwing for accuracy all skills previously visited in Year 1 athletics. The summer term also involves OAA in which the children develop fundamental movement skills, become increasingly confident and engage in both competitive and cooperative activities.

Cross country is a focus in Year 2 in the summer term. Children are taught about pacing themselves and there is a big focus on how prolonged physical activity can affect our bodies addressing the key concept of healthy lifestyles.

We use our scheme of work (see separate document) but this is adapted each year based on the needs of children and staff. E.g. 2021/22 Year 2 gymnastics has been moved to Autumn Term this year as they weren't able to access apparatus in their learning last year.



## Year 2

<p><b>Dance CPD 2022/2023</b> <b>The Great Fire of London</b> (Cross curricular Dance unit moved from Autumn to Summer 1)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• Use movement imaginatively, responding to stimuli, including music, and performing basic skills (for example, travelling, being still, making a shape, jumping, turning and gesturing).</li><li>• Change the rhythm, speed, level and direction of their movements.</li><li>• Create and perform dances using simple movement patterns, including those from different times and cultures.</li></ul> <p><b>Key Vocabulary:</b> Stimulus, action, pattern, rhythm, control, dynamics, pathways, levels, directions, space, turning, gesture/expression.</p>	<p>Do the Ch use the space well? Can they add appropriate ideas? Can they maintain focus throughout the sequence? Do partners co-operate &amp; work well together? Can the performance groups synchronise their movements with confidence? Do they swap groups quickly?</p>	<p>Develop routine across sequence of lessons into a group dance. Stimulus - Great Fire of London</p> <ol style="list-style-type: none"><li>1. Busy Bakery – Stir, punch, carry. Explore pathways</li><li>2. The Fire Begins – Explore flickery, fiery, ferocious movements</li><li>3. Water-pump Engine – Pairs perform see-saw movements.</li><li>4. Strong wind Blows – Bend, stretch, leap, explore strength &amp; lightness</li><li>5. Fire Spreads! – Leaping, light &amp; springy, explore levels</li><li>6. London's Burning! – 2 groups perform flicker flames &amp; see-saw pump sequence</li><li>7. Get Away! – Explore zig zag travel patterns</li><li>8. Fire Breaks! – Demolition teams. Pairs explore chopping actions.</li><li>9. Fire Goes Out – Revisit &amp; reverse the dance sequence</li></ol>
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## How are knowledge, skills and vocabulary built upon throughout the school?

Key vocabulary is clearly mapped out within our bespoke SoW.

Key vocabulary is displayed in the hall and taught to our children in lessons.



### FMS

run hop jump  
skip balance space  
direction stop listen

### Gym

copy travel space  
shape rock  
roll over under  
around through backwards  
sideways forwards

## EYFS

### Key

### Vocabulary

### Yoga

copy listen stretch  
breathe pose  
balance

### Games

run space throw  
catch stop team  
tag score

### Dance

travel space safely  
shape copy balance  
around sideways  
forward backwards



### Dance

travel using shape actions  
perform explore copy link  
balance coordination leap level  
quickly slowly pounce freeze  
dodge pathways directions

## Year 1

### Key

### Vocabulary

### Gym

travelling actions shapes balances  
jumps egg roll straight roll  
points patches pathways tension  
link perform confidence  
safety tuck pike straddle  
apparatus arch dish sequence

### Athletics

run speed gears  
pace jump start  
finish determination  
perseverance  
beat your own target  
personal challenge!

### OAA

balance travel action trust  
teamwork communication  
cooperation sharing ideas  
inclusion encourage support  
confidence honesty

### Games

travel jumping running  
sending receiving try  
hand eye co-ordination dodge  
track tag control  
attack defend pass catch  
score fair play teamwork

### Dance

stimulus action pattern rhythm  
control dynamics pathways  
levels directions space turning  
gesture expression counts  
travel shape speed  
balance timing mirror

## Year 2

### Key

### Vocabulary

### Gym

actions link sequences balance star  
shapes tuck straight pike travel  
straddle arch dish high low level  
front/back support stretched hold  
straight roll finishing position jump

### Athletics

speed pace height gears  
jump challenge bounce  
control coordination race  
determination dynamics  
beat your own target  
jog sprint under/over arm

### OAA

communication teamwork  
trust listen plan  
map decision making  
problem solving  
cooperation solve

### Games

spatial awareness rules games track  
simple tactics attack defend release  
throw catch bounce strike collect  
roll tracking teamwork direction  
communication safety improve aim  
challenge accuracy opposite tag  
try pass dodge intercept speed

## Assessment – Measuring progress, knowledge, skills and challenge

In KS1 assessment sheets are completed by the class teacher at the end of each unit. This highlights children that are working towards the expected standard and working at the expected standard in PE.

We have a tracked child in each class from Nursery – Year 2. Class teachers take photographs/videos of this child during PE lessons and upload them to an individual file. This allows us to track specific children's progress throughout their school life.

# Inclusion – challenge and adaptation

## Possible indicators

**Fine and/or gross motor difficulties**

**Difficulty in the space**

**Vision or auditory difficulties**

**Sensory processing difficulties**

Pre-teach key vocabulary 1:1.  
Provide vocabulary list/word bank. Use of visual time lines.  
Consider physical barriers, particularly with motor difficulties, consider alternative ways of being involved (recording, refereeing). Sensory breaks. Large, bright, shiny, tactile resources. Headphones or fidget toys when noise is echoed in the space.

**Individualised**

**Targeted**

**Universal**

Pre-teach key vocabulary or discussion around unit of work.  
Duration of activities. Calm learning environment. Clear/simple instructions, repeated, simplified, gestures, pictures, objects of reference.  
Processing time given & key words emphasised. Consider working memory, provide key vocabulary for children to apply. Concrete examples through pictures or modelling.  
Structured, consistent routines.

Use of visuals or a physical example when learning new vocabulary. Keywords, symbols and simple language in instructions.  
Focus on core vocabulary and skills and ensure there are lots of opportunities for application.  
Clear and precise names for strategies and techniques. Teaching through repetition and overlearning key words or phrases.  
Explicitly making links between units and to existing knowledge. Share teacher thought process aloud at each stage.  
Ensure any equipment to be used is fully accessible to all and adapted for individuals as necessary to ensure all can fully participate.  
Support learners to develop their fine motor skills through regular opportunities. Additional time.  
Repeated learning. Modifying the activity to ensure that all learners can participate. Opportunities given to record in different ways e.g., video, photographs

## Pupil voice: How do we know that children enjoy PE?

Pupil voice activities with EYFS, Year 1 and 2 children showed that:

- Children enjoy PE lessons.

**Ella (Y1):** PE makes me feel good and keeps me healthy.

- Children feel confident in their lessons. They knew what to do if they were ever unsure:

**Lucille (Y2):** I like showing my class what I have done in my PE lessons.

**Ethan (Y1):** If I don't feel confident I just ask my friends or Ross to help me!

**Benjamin (Y2):** when an activity is unfamiliar to me I feel less sure but if I give it a go I always start to feel more confident.

- Children enjoy working independently and as part of a team.

**Luccia (R):** We have been doing PE all year and I'm older now so I can have a go on my own.

- Children feel like they are making progress in PE.

**Margot (Y2):** in Year 1 I couldn't do bunny hops but I kept trying and now I can. That's because I didn't give up!

- Children are proud of the work they do in PE.

**Eva (R):** I feel proud when we win the trophy at the end of the week.



# Pupil voice

## Year 1

**Evelyn:** I like practising my throwing and catching in PE because I know if you miss the ball it doesn't matter and you can just try again.



## Year 2

**Harrison:** I like playing dodgeball because it's fun to work as a team.

**Henry:** I feel really confident climbing on the apparatus.

## Participation in Stockport festivals

Date	Event
5.10.22	Young Ambassador's Training
31.1.23	Key Steps Gymnastics Competition
10.2.23	Boccia Festival
FUTURE EVENTS	
3.5.23	KS1 Cross Country
<i>July</i>	Big Leap

### Pupil Voice

'I felt proud representing my school at the Key Steps Gymnastics competition' – Sammy 2L

# CPD

## Staff

- Shapes PE specialist CPD once a fortnight. Class teachers repeat the lesson the following week.
- Sports coach CPD every week. Teachers observe and team teach alongside Mr Helsby.
- Lunchtime supervisors – trained to lead active playtimes.

## PE coordinator

- Half termly network meetings with SHAPES.
- Weekly check in with SHAPES specialist.



## **AWARDS**

We are a 'Smile for a Mile' school and every day our children run a mile. We have won numerous sports awards this year due to our commitment to sport and fitness and we are the proud winners of, 'Stockport Smile for a Mile School 2020,' runners up in 2021 and winners again in 2022!

















**SHAPES Special Award for**

**School Innovator of the Year Award**

**Smile for a Mile School of the Year**

**Key Stage 1 PE, Sport & Physical Activity Quality Mark**  
**- Gold**

**Commitment to Leadership & Volunteering Award**

**Commitment to Participation in**  
**PE, Sport & Physical Activity Award**

**Commitment to High Quality PE**



**School**  
**Awards**  
**2021/22**



# Strengths

Unique, bespoke scheme of work

Children love PE

Children understand the importance of being physically active.

Clear progression from Nursery – Year 2.

‘Can you still?’ to start every KS1 lesson.

SEND strategies for learning

Key concepts clearly mapped out.

Key vocabulary clearly mapped out

•**CPD**: Bespoke high quality CPD for our staff.

•**SEN Provision**: High quality lessons taking place for our SEN children.

Adaption in lessons taking place so that all children are inclusive.

*Inspirational* support from our Teaching Assistants.

**Participation in Festivals and Competitions**

# Next steps

**Lunch time provision:** How can we make all of our children even more active?

**Assessment procedure:** How can we make sure that it stays robust throughout the year?

**Festivals and Competitions:** How can we all take responsibility to ensure that our ‘unengaged’ children have the opportunity to represent our school in sport?

Develop children’s understanding of the key concepts (particularly Year 2)

Assess effectiveness of SEND strategies through SEND pupil voice.