**Polehampton CE Schools – Physical Education**

“Our ethos for the team is ‘Best version of You’, being the best you can be as an individual regardless of what you do." Dame Sarah Storey

**EYFS Educational Programme of Study - Physical Development**

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, co-ordination 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, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. Fine motor control and precision helps with hand-eye co-ordination 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. ***Please see the ‘Teaching and Learning Strand Progression Map’ which outlines Reception objectives from ‘Development Matters’ and the Early Learning Goals from the EYFS statutory framework that feed specifically into the national curriculum subject of PE.***

**National Curriculum Purpose of Study**

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.

**Learner Characteristics**

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| --- | --- | --- |
| Curiosity | Community | Cultural Diversity |
| To understand physical wellness and its purposeTo have willingness and passion to participateTo engender enjoyment of sporting pursuitsTo develop the confidence to work independently, and take risks to succeed and achieveTo collect critical knowledge of how to improve their own and others’ performanceTo instill excellent sporting attitudes in themselves and othersTo explore originality, imagination and creativity in their techniques, tactics and choreography | To use sporting knowledge to promote physical/mental well-beingTo have pride in yourself and your teamTo be accepting of all peopleTo achieve personal goals and high levels of performance encompassed by a willingness to participate, positive attitude and motivation to improve To understand what it means to lead a healthy lifestyle and promote this to others | To acknowledge and celebrate differences and diversityTo unite in victoryTo unite in defeat |

**Teaching and Learning Strands**

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| --- | --- | --- | --- |
| **Developing** **Practical Skills** | **Promoting Positive Lifestyle Choices** | **Nurturing Social Skills** | **Developing** **Cognitive Skills** |
| Progression of physical skills in order to participate, compete and self-assess sporting performance. | Fostering knowledge to enable pupils to develop an understanding of how to make positive, healthy lifestyle choices in order to take care of their own wellbeing, with a focus on personal achievement. | Supporting pupils to develop the traits that help them to understand and work well with others. Including demonstrating fair-play and respect. | Supporting pupils to develop the cognitive and creative traits that enable them to create opportunities, overcome challenges and make choices. |