

## PE and Sport learning experience at Merry Hill

### Our Vision (Intent)

At Merry Hill, we are proud to offer a broad and balanced Physical Education curriculum. Physical Education refers to curriculum time lessons that aim to meet the requirements of the National Curriculum; however, running alongside this is physical activity (any opportunity to be active in the day) and community sports (competitive events both internally and against other schools).

All aspects of physical education and physical activity aim to support the physical development and fitness of all pupils. The physical development of pupils can have a massive impact on a child's life, opportunities and activities. We feel strongly that physical activity can also link with mental health. We aim to use physical education to develop the child. We place a huge emphasis on being a 'healthy learner' at Merry Hill and we spend time working with children in identifying what this looks like. Mental health and wellbeing are at the forefront of everything we do at school and we provide children with the tools to manage challenging situations so they can have a positive quality of life and can function well at home, in school, and in their communities.

As pupils progress throughout their time at Merry Hill, through of physical activity delivery, they will be able to think critically and develop a more rigorous understanding to:

- **master** basic movements including running, jumping, throwing and catching, as well as
- **developing** balance, agility and co-ordination, and begin to apply these in a range of activities
- **participate** in team games, developing simple tactics for attacking and defending
- **perform** dances using simple movement patterns.

We recognise the importance of Physical development in the Early Years Foundation Stage as a key area of learning. There are two strands under Physical Development; Moving and Handling and Health and Self-care:

- **Moving and Handling:** Children learn to develop good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.
- **Health and self-care:** Children learn the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

## How we plan and teach PE and Sport (Implementation)

Merry Hill PE provision is supported by [Premier Education](#) who consistently delivers high-quality P.E. lessons and tailors each lesson to the individuals' needs. Working with Premier Education for specialist support helps the children develop skills and confidence and supports the staff in building their knowledge and skills. In addition, reference is also made to Human Anatomy and the importance of a healthy lifestyle. Having a balanced approach so that teachers and specialists teach the children means everyone benefits. Our lessons are adapted to meet the needs of the pupils, and additional resources can be used to support pupils who are struggling or challenging more able pupils. Staff are supported in their subject knowledge by in house training and through the P.E. and Sport Premium.

Within lessons you will see:

- High quality delivery
- Progression of skills in games, dance and gymnastics
- Talk partners in every lesson and in assemblies, promoting use of subject specific language
- Associate language with concepts Teacher explicitly teaching language and modelling language in a range of contexts
- Opportunities for children to feedback and share their knowledge
- Pupils provided with opportunities to apply their acquired knowledge to more complex examples in KS1 – learning ball skills (striking and ball control) to be able to play tennis.
- Use of range of resources to support the needs of all learners.
- Retrieval practice embedded in sessions

Each year group has a long term plan to map out when each topic will be taught and the areas of the curriculum that will be covered in each half term. Sports coaches and Teachers then use the long term plans together with their knowledge of the children's current attainment and interests to plan each unit in more detail. Knowledge organisers are used in each classroom to highlight the knowledge they are learning and the topic specific vocabulary. Assessments are used to inform future planning to ensure work is suitably pitched to support and extend. In the EYFS children's interests lead the curriculum and enhancements to continuous provision are added as they arise. Early years pupils focus on the refinement of fundamental movement skills and the development of motor skills, body strength, co-ordination, balance and agility. Children build progressively on these early foundations and engage in an increasingly challenging range of competitive and co-operative physical activities as they move forward into Key Stage 1.

The school also enjoys an Annual Sports Day towards the end of the Summer term

## Intended Impact on...

### **Pupil Voice**

Children talk about the importance of PE and physical activity and how it contributes to developing a love of sport leading to a happy and healthy life. Children at Merry Hill talk about how physical activity helps improve our mental health and fitness levels. They enjoy participating in a variety of sports and developing their knowledge involved in physical activity.

### **Evidence in Knowledge and Understanding**

Pupils make links between previous learning and can apply knowledge in more complex examples. They learning the skills involved in tennis; ball and racket control and the processes involved in striking the ball before playing tennis games. They can talk confidently about the skills required before playing a game.

### **Application**

Children are taught progressively and taught at a pace that is appropriate to each (individual) child. Our large range of PE resources enable PE to accessible to all children so that they can be successful in their PE learning. Teacher's knowledge and understanding ensures that skills taught match at least those listed in National Curriculum Objectives and or the programme of study.

### **Outcomes**

Top quality assure of PE delivery and through joint observations between class teachers and sports coaches, we ensure that children are being assessed regularly and accurately. At the end of each year we expect the children to achieve at least ARE for their year group. Some children will progress further and achieve greater depth. Our children also continue with sports outside of school and develop their interests at club level. We also provide extra-curricular activities outside of school ours to encourage their interests further. Our children develop their mental health and have a high self-esteem.

### **Sports Premium**

As a result of our P.E. and School Sport audit, we have identified areas for improvement and intend to spend our Sports Premium money from the DfE. Please visit the [P.E. and Sport Premium Page](#) for more information

Autumn Term Topic	PE and Sport Knowledge and understanding in this topic			
	Nursery	Reception	Year 1	Year 2
<b>Gymnastics</b>	<p><b>Moving and handling skills:</b> Children will be offered numerous opportunities to develop control and co-ordination in large and small movements in our outdoor and indoor environments. They will learn to move confidently in a range of ways, safely negotiating space and learning to manage appropriate risk. Children will access a wide range of tools and equipment, including pencils for writing, scissors, woodwork tools, tweezers, tools for clay, to develop their fine motor skills.</p> <p><b>Health and self-care skills:</b> Children will learn about the importance of physical exercise, a healthy diet, and talk about ways to keep healthy and safe. Fizzy Fit, the Daily Mile, Yoga are all practised regularly. The children are offered healthy snacks each day and milk or water. They will learn to manage their own basic hygiene and personal needs, including dressing, washing hands and going to the toilet independently.</p>	<ul style="list-style-type: none"> <li>• Understand and show different pathways on the floor e.g. straight, zig-zag and curving and travel along them in different directions.</li> <li>• Show an understanding of different speeds and levels.</li> <li>• Understand and identify appropriate movement to travel along different shaped pathways.</li> <li>• Select and link together three different ways of travelling to create an interesting pathway. The sequence should show a definite beginning, middle and end.</li> <li>• Observe and copy a partner in "Follow-my-leader" formation to show different pathways and link appropriate movement.</li> <li>• Transfer and apply the knowledge, understanding, individual skills and linked movements to apparatus at every stage of learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Show basic control and coordination when travelling and when remaining still;</li> <li>• Choose and link 'like' actions; Remember and repeat these actions accurately and consistently;</li> <li>• Find and use space safely, with an awareness of others;</li> <li>• Identify and copy the basic actions of gymnasts;</li> <li>• Use words such as rolling, travelling, balancing, climbing;</li> <li>• Make their body tense, relaxed, stretched and curled;</li> <li>• Describe what they do in their movement phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and repeat simple sequences of actions; show contrasts in shape;</li> <li>• Perform a sequence that shows clear change of speed;</li> <li>• Perform the basic gymnastic actions with coordination, control and variety;</li> <li>• Recognise and describe how they feel after exercise;</li> <li>• Describe what their bodies feel like during gymnastic activity;</li> <li>• Describe what they and others have done;</li> <li>• Say why they think gymnastic actions are being performed well</li> <li>• Be able to perform a sequence that flows;</li> </ul>
<b>Athletics</b>			<ul style="list-style-type: none"> <li>• Be able to evaluate their performance using time;</li> <li>• Know and understand quicker and slower ways of travelling;</li> <li>• Develop fundamental movement skills. E.g. hopping, skipping...;</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to attempt a variety of throwing techniques in order to improve accuracy;</li> <li>• Know and understand how the position of the body affects throwing performance;</li> <li>• Develop fundamental movement skills, becoming increasingly</li> </ul>

			<ul style="list-style-type: none"> <li>• Engage in competitive and cooperative physical activities in a range of increasingly challenging situations;</li> <li>•</li> </ul>	<p>competent and confident, and access a broad range of activities to extend their agility, balance and coordination;</p> <ul style="list-style-type: none"> <li>• Engage in competitive and cooperative physical Activities in a range of increasingly challenging situations;</li> <li>• Be able to perform 1:2, 2:2, 2:1 and 1:1 jumps Know and understand how different jumping techniques affect distance travelled;</li> </ul>
<p><b>Dance</b></p>		<ul style="list-style-type: none"> <li>• Demonstrate different rhythms and rhythmic patterns</li> <li>• Repeat and remember the rhythms and patterns</li> <li>• Demonstrate the ability to perform them in different formations</li> <li>• Perform whole dances which have a simple structure</li> <li>• Demonstrate the ability to take the time to try different movements</li> <li>• Observe each other dancing and identify and describe the different actions, relationships, formations, and quality of performance.</li> <li>• Understand and talk about contrasting dynamic elements.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform basic body actions; Use different parts of the body singly and in combination;</li> <li>• Show some sense of dynamic, expressive and rhythmic qualities in their own dance;</li> <li>• Choose appropriate movements for Perform body actions with control and coordination;</li> <li>• Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling;</li> <li>• Link actions;</li> <li>• Different dance ideas;</li> <li>• Remember and repeat short dance phrases and simple dances;</li> <li>• Move with control;</li> <li>• Vary the way they use space;</li> <li>• Describe basic body actions and simple expressive and dynamic qualities of movement.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform basic body actions;</li> <li>• Use different parts of the body singly and in combination;</li> <li>• Show some sense of dynamic, expressive and rhythmic qualities in their own dance;</li> <li>• Choose appropriate movements for Perform body actions with control and coordination;</li> <li>• Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling;</li> <li>• Link actions;</li> <li>• Remember and repeat dance phrases;</li> <li>• Perform short dances, showing an understanding of expressive qualities;</li> <li>• Describe how dancing affects their body;</li> <li>• Know why it is important to be active;</li> </ul>

				<ul style="list-style-type: none"> <li>• Suggest ways they could improve their work;</li> <li>• Be able to link and perform a series of Movements based on imaginary characters.</li> </ul>
<b>Fundamental (Games)</b>		<ul style="list-style-type: none"> <li>• Understand that using a bat requires more space and care and be able to explain why this is so.</li> <li>• Steer a ball along the ground showing different speeds and directions carefully avoiding other children.</li> <li>• Hit the ball along the ground to a partner.</li> <li>• Listen carefully to instructions.</li> <li>• Start and stop activities on a given signal.</li> <li>• Co-operate with others and take turns with equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Use basic underarm, rolling and hitting skills;</li> <li>• Sometimes use overarm skills e.g. throwing a bean bag;</li> <li>• Intercept, retrieve and stop a beanbag and a medium sized ball with some consistency;</li> <li>• Sometimes catch a beanbag and a medium-sized ball;</li> <li>• Track balls and other equipment sent to them, moving in line with the ball to collect it;</li> <li>• Throw, hit and kick a ball in a variety of ways depending on the needs of the game;</li> <li>• Choose different ways of hitting, throwing, striking or kicking the ball.</li> <li>• Decide where to stand to make it difficult for their opponent and to understand the term defend</li> </ul>	<ul style="list-style-type: none"> <li>• Know and understand the term intercept;</li> <li>• Make choices about appropriate targets, space and equipment;</li> <li>• Use a variety of simple tactics;</li> <li>• Describe how their bodies work and feel when playing games;</li> <li>• Work well with a partner and in a small group to improve their skills;</li> <li>• Be able to catch a moving ball Know and understand the term 'feed'</li> <li>• Be aware of space and use it to support teammates and cause problems for the opposition;</li> </ul>
<b>Net &amp; Wall Games</b>			<ul style="list-style-type: none"> <li>• Able to send an object with increased confidence using hand or bat;</li> <li>• Moves towards a moving ball to return with hand or bat;</li> <li>• Scores points against opposition over a line/net;</li> <li>• Selects and applies skills to win points;</li> <li>• Chases, stops and controls balls and other objects such as beanbags and hoops;</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates basic sending skills in isolation and small games;</li> <li>• Tracks the path of ball over a line/net and move towards it;</li> <li>• Hits a ball using both hand and racquet with some consistency;</li> <li>• Returns a ball coming towards them using hand or racquet;</li> <li>• Plays in a modified game send and returning the ball over a line/barrier;</li> </ul>

			<ul style="list-style-type: none"> <li>• Identifies space to send a ball;</li> <li>• Be able to send an object in isolation;</li> <li>• Moves towards a moving ball to return it with hand or bat;</li> <li>• Be able to demonstrate basic sending skills in isolation;</li> </ul>	<ul style="list-style-type: none"> <li>• Decides on and play with dominant hand;</li> <li>• Be able to send a ball in small games with increased confidence;</li> <li>• Tracks the path of a ball over a line/net and moves towards it;</li> <li>• Be able to demonstrate sending skills in isolation and basic games</li> </ul>
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