



Hamp Nursery and Infants School

Physical Education Policy 2026 - 2027

Introduction:

At Hamp Nursery and Infants school our curriculum has been developed to meet the requirements of the 2014 National Curriculum for KS1 and the Early Years 2021 framework for Nursery and Reception. It includes not only the formal requirements of the National curriculum but also a range of extra activities that the school organises in order to enrich and enhance the experiences and learning of our children in their local context. It also includes the "hidden curriculum" or what the children learn from the way they are treated and expected to behave. We believe that children learn best when their learning is fun and meaningful. Our new curriculum has been planned to ensure the children acquire both knowledge and skills. It is a cross-curricular approach centering around each "Literacy Tree" story, with a specific question heading to stimulate curiosity and interest. It is carefully structured to ensure the progression of knowledge and skills with opportunities planned to provide opportunity to build upon these skills and knowledge and to firmly embed both, helping our children to develop a life-long love for learning.

We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school. We are fully inclusive at Hamp Nursery and Infants School and highly value the individuality of all our pupils and staff. Our curriculum has the flexibility to ensure all our children can become successful lifelong learners able to make a positive contribution to society and to future generations.

Curriculum Statement.

Curriculum Intent:

At Hamp Nursery and Infants School, we provide an appropriate Physical Education curriculum that enhances children's self-esteem and confidence in physical activity.

We encourage all children to take an active role in PE sessions to improve their fundamental movement skills and their creative expression. Where appropriate, we encourage children to take part in competitive activities to learn how to manage varying degrees of success, the values of perseverance, honesty and fair play, as well as developing co-operative teamwork skills.

We promote an atmosphere for Physical Education which is enjoyable and purposeful, to enable children to develop a positive attitude towards being active and leading a healthy lifestyle now, and in the future. We also teach children to understand how their body responds to exercise.

Curriculum Implementation:

Children will have two timetabled sessions of PE each week - one with the Specialist PE Coach and one with the class teacher or teaching assistants.

The session with the PE coach will focus on introducing skills and practising these. The PE coach will develop staff confidence by demonstrating activities and advising teachers and teaching assistants with the delivery of the second session, which may repeat elements of the first, where additional practice to consolidate skills is necessary.

Outside sessions will take place either on the playground, field, or under the outside shelter. Indoor sessions will take place either in the hall, or in a classroom space - which must be suitably clear of furniture.

There is a wide range of resources available including; small & large balls, rackets, unihoc sticks, targets, goals, posts, cones and gymnastics equipment, enabling a wide breadth of activities to be taught. Activities include; multi-skills, dance, gymnastics, athletics, orienteering, yoga & problem solving.

Children will learn specific PE skills as outlined in the following overview each term, as well as at least one lesson linked to the theme of the class story plan.

Term	EYFS	Year 1	Year 2
Topic Plan Links:	- The Extraordinary Gardner/ The Tiny Seed - Naughty Bus/ I will never eat a tomato - Cave Baby/ Bringing the Rain to Kapiti Plain - I am Henry Finch/Look up! - Billy and the Beast/ I want my Hat back	- Beegu/Pig the Pug - Stanley's Stick/ Dinosaur and all that rubbish - The sea saw/ The odd egg - Where the Wild things are/ Julian is a Mermaid - Izzy Gizmo/ A walk in London	- The Last Stop on Market Street/The Journey Home - The Minpins/ The Bear Under the Stairs - Jim and the Beanstalk/ We are the Water Protectors - Lubna and Pebble/ Tadpoles Promise

	Night Pirates/ Lost and Found	The Comet/ Astro Girl	Ocean Meets Sky/ Dear Earth
Autumn 1 <u>Multi-skills</u>	- Spatial awareness - Core movements - Co-ordination & Control - Sending & Aiming - Tracking & Retrieving - Bouncing & Throwing	- Moving with ball - Rolling and Aiming - Underarm throwing - Receiving & Catching - Basic racket skills	- Moving with ball - Rolling and Aiming - Throwing & Catching - Kicking - Racket & ball Skills
Autumn 2 <u>Multi-skills & Dance</u>	- Awareness of space - Body parts & shapes - Travel with control & co-ordination - Copy & Explore actions - Turns & jumps - Move confidently - Respond imaginatively	- Body actions, parts & shapes - Travelling actions - Balances - Copying & composing actions - Varying speed, level, direction	- Body actions, parts & shapes - Varying level, speed, direction, pathways & weight of actions - Explore, remember, repeat & link actions - Compose dance phrases
Spring 1 <u>Gymnastics</u>	- Space & body awareness - Balances & Jumps - Travel - Explore shapes - Rolls - Low apparatus	- Space & Safety - Key shapes & Travel - Jumping & Balancing - Short sequences - Rolling - Large/higher apparatus - Hand apparatus	- Travel - Key shapes on apparatus - Jumping & Balancing - Twisting & Rolling - Large apparatus - Longer sequencing - Hand apparatus
Spring 2 <u>Multi-skills</u>	- Footwork activities - Co-ordination skills - Controlling small equipment, sticks, rackets, etc	- Co-ordination skills - Unihoc skills - Defending target - Team Games	- Unihoc skills - Team games & tactics - Attack & defend - Tackling - Competition
Summer 1 <u>Applying Skills</u>	- Developing large & small ball skills - Kicking skills - Racket & ball - Outdoor activities & parachute	- Developing & applying large & small ball skills - Kicking skills - Racket & ball - Playing simple games - Outdoor activities & orienteering	- Large ball skills - Kicking skills - Striking & Fielding skills - Team games & rules - Racket & ball - Outdoor activities & orienteering

Summer 2 Athletics & Sports Day	• Underarm & overarm throwing • Moving & jumping in different ways • Developing agility & balance • Running technique & speed • Relay games	• Underarm & overarm throwing • Moving & jumping in different ways • Developing agility • Running technique & speed • Relay games	• Underarm & overarm throwing • Jumping technique • Balance & agility • Developing speed, power & strength • Improving running technique • Relay games
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EYFS

Children in Reception will revise and refine fundamental movement skills such as rolling, crawling, walking, jumping, running, hopping, skipping and climbing. They will progress towards a more fluent style of moving, developing control and grace in their actions, and combine different movements with ease and fluency.

Children will develop their overall body strength, co-ordination, balance and agility that they need to engage successfully with future physical education sessions and other physical disciplines, including; dance, gymnastics and sport. They will move confidently and safely using a range of large and small apparatus indoors and outside, alone and in a group.

Children will further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming. They will develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Children know and talk about the different factors that support their overall health and wellbeing, including regular physical activity.

Children achieving the Early Learning Goals and at the expected level of development, will be able to negotiate space and obstacles safely, with consideration for themselves and others. They will demonstrate strength, balance and coordination when playing and be able to move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Years 1 & 2

Children will develop their fundamental movement skills, becoming increasingly competent & confident with their agility, balance and coordination. They will master basic movements including running, jumping, throwing and catching, and begin to apply these in a broad range of activities. They will also perform dances using simple movement patterns.

They will participate in team games, and should be able to engage in competitive and co-operative physical activities, against both themselves & others, and they will develop simple tactics for attacking and defending.

Year 2 children have opportunities to take part in age-appropriate competitive activities within school, as well as sporting activities with Hamp Academy as part of their transition. Further opportunities for competition are provided through after-school sports clubs and the annual Sports Day.

PE Kit - Children:

- T-shirt, shorts (indoors or outdoors) or Joggers (outdoors only)
- Daps without laces to be worn - no trainers.
- Glasses/sports goggles can be worn for PE with parent's permission.
- Long hair must be tied back/up.
- No jewellery to be worn except stud earrings.

Children will be supported by adults in the classrooms to learn to dress & undress themselves.

PE Clothing - Adults:

- Appropriate clothing should be worn for the activity.
- Soft trainers or bare feet (no socks or tights).
- Long hair should be tied back/up.
- No jewellery to be worn except plain rings. e.g. wedding bands, or stud earrings (to avoid injury to children and to themselves)

If a child doesn't have the appropriate kit, one Teaching assistant remains out of the lesson to work with the child on developing areas of their physical skill.

Health and Safety

- All PE equipment will be safely maintained and the hall apparatus will be safety-checked annually by an outside agency.
- Children will be encouraged to work with regard to their own safety and to the safety of others, and to recognise the need for safety rules in PE and be able to apply these in other aspects of their lives too.
- Minor accidents will be reported in the school accident book and more serious accidents will be reported to the Head Teacher or a member of the Senior Leadership Team in order to follow the School's accident procedures.

Curriculum Impact:

The PE Co-ordinator, in discussion with the Specialist PE Coach, will monitor the PE Curriculum. Children's progress in PE will be assessed through teacher observations during activities, pupils' achievements and the child's own self-assessments.

The Specialist PE Coach will give regular feedback to the class teacher and parents will receive an annual report for children with reference to the child's physical development progress and their capabilities in PE, indicating where they are in relation to national expectations for their age.

At the end of key stage one, most children will be able to:

- hop, skip, jump & run efficiently,
- move confidently with control and co-ordination,
- throw, catch and aim an object towards a target,
- keep control of an object along the ground,
- strike a ball using a racket or bat,
- show creative skills in dance,
- hold core shapes in gymnastics.

Children will show a much greater level of confidence when performing physical activities and will have developed an understanding of their own capabilities. They will be willing to try new activities and face challenges, without the fear of failing.

Through their participation in sessions, events and after school sports clubs, children will have developed lifelong skills including; perseverance, fair play, teamwork, as well as strategies to help them cope with success and failure.

Above all else, children will enjoy their experiences in PE and will develop a positive attitude towards physical activity, with an understanding of why it is important to be active as they grow and develop.

Speaking and Listening

At Hamp Nursery and Infants school we place a higher emphasis on the development of Speaking and listening skills. As well as its vital role in "Literacy Tree" this will be reflected in all areas of the curriculum, both in planning and in time allocation. As a whole staff we have worked on developing the teaching and practicing of Speaking and Listening throughout the school. All lessons will, in some part, provide opportunity for speaking and listening development. At the beginning of each new topic for the half term teachers will create a medium-term plan to show the areas of speaking and listening that will be taught during that topic area. These areas will then be taught and practiced throughout the half term during planned activities and lessons. Teachers will show where the planning of teaching and practicing of Speaking and Listening will take place in lessons by highlighting the text in purple on their planning.

Teachers and TAs will at all times demonstrate good models of spoken English and good models of interpersonal communication through story-telling, reading aloud, class and group discussions and one to one conversations with children and with other staff.

SEND

At Hamp Nursery and Infants School, we recognise that all pupils are entitled to high quality provision that enables them to achieve their potential across all subjects. We believe in positive interventions, removing barriers to learning, raising expectations and levels of achievement in order to provide a positive educational experience for all our pupils. All pupils follow the Early Years framework and National Curriculum at a level, pace and challenge that is appropriate to their abilities.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEND. In the whole-class work and small-group work, teachers and teaching assistants will involve and support all pupils by differentiated questioning; by demonstrating skills in action and by reinforcing key points. Some children may receive pre-tutoring or may work in a small group. In group time, additional needs will

be addressed through tailored work in ability groups and the use of support staff, to consolidate key points. Where applicable, children who have been identified as having an individual or specific need may have a Pupil Passport and provision map with identified SEN support and short term targets.

EAL

At Hamp Nursery and Infants School, we are committed to ensuring that every child succeeds and reaches their full potential, irrespective of the barriers to learning that they may face. We are dedicated to raising the achievement and attainment of pupils with EAL, enabling them to maximise their progress and attainment within a positive, nurturing, secure and safe learning environment. Through quality first teaching based on experiences and talk, we aim to meet the language needs of our learners. Through effective planning, organisation, teaching and assessment procedures and the use of resources and strategies, we aim to meet the needs of pupils who have English as an Additional Language (EAL). Our goal is to promote language awareness and raise pupil attainment, progress and achievement.

Gifted and Talented

As a school we work to ensure that we are providing effective provision for Gifted and Talented children. Class Teachers will identify children they consider to be particularly able; gifted and talented in their class. This can be any area of the curriculum where they demonstrate a particular strength or skill. These skills will be recognised to enable the children to be challenged to ensure that they reach their full potential. Class Teachers are responsible for extending the children's learning in their class.

Class Teachers will inform the Gifted and Talented coordinator who keeps a register of all class children's strengths in the school. Using this valuable information, the coordinator will plan enrichment activities where required in liaison with Class Teachers and Subject coordinators.

Diversity and Equality

At Hamp Nursery and Infants School we are committed to ensuring that all our children have equal opportunity to access all subjects at a level appropriate for their development and ability, regardless of race, gender identity, disability, religion or belief, sexual orientation, or socio-economic background. We designed the curriculum to be flexible in order to ensure that all children make good progress and achieve success. We teach our children what it means to be part of a diverse society and the importance of inclusion and

equality, this is interwoven through our curriculum and promoted across all subject areas. All staff have an inclusive attitude and uphold this in their teaching ensuring all children are valued, represented and treated fairly. The SENDCO and EAL coordinator and Gifted and Talented coordinator provide additional support both within and out of the classroom setting.

Online Safety

At Hamp Nursery and Infant School, we have a whole school approach to online safety. As part of a broad and balanced curriculum, we have ensured that this is fully embedded and incorporated through all subjects and all aspects of school life.

Differentiation

The goal of differentiation is to ensure that all children have equal opportunities to be successful learners; that they are all able to meet their intended outcomes, make good progress and understand their next steps. At Hamp Nursery and Infants school we are committed to ensuring that every child succeeds, irrespective of their starting points or any barriers to learning. We value personal progress equally with academic progress and are careful to group the children in ways that promotes positivity and develops self-esteem. We are dedicated to providing quality-first teaching with appropriate differentiation to meet the needs of all our learners. There are four main learning styles; visual, auditory, kinesthetic and experiential. In our setting differentiation to meet the children's learning styles may take on many different forms. Children may work in whole classes, small groups or even individually. They may work indoors or outdoors; some may work practically with the support of resources, others may learn best through discussion or interaction, and some learn more formally by listening and following instructions. Class teachers have the flexibility and freedom to use their expert knowledge of the children they teach to plan in the way that best suits the needs of their individual learners. This may look differently in different classrooms; pace, depth of learning and expected outcomes will all be planned appropriately to meet the children's needs, ensuring they are all able to become confident successful learners. Adult support will be directed by the class teacher depending on the specific needs of the class and individuals. In all classes, teachers will plan focused and engaging lessons that encourage children to learn. Lessons should be prepared in advance with a clear learning objective, which must be communicated to the children in all cases. Administrative tasks must be kept to a minimum and children should be involved in all parts of the lesson.

Outdoor Learning

At Hamp Nursery and Infants school we are committed to ensuring we utilise our large and small spaces both indoors and outside. We have a large field which includes several species of mature trees, our forest school and wild area. These are continually being evolved and developed. These areas support learning in all areas of the curriculum. Outdoor learning has been recognised as crucial to children's ability to learn successfully and for their well-being. At Hamp Nursery and Infants school, outdoor learning is an integral part of our children's learning and as such has been interwoven into all areas of our curriculum.

Written by: Michelle Foord - Autumn Term 2024

Reviewed and updated: Mrs Williams - Autumn Term 2026

Approved by: Head

Approved by Chair of Governors

Review Date: Autumn 2027 or in line with any statutory changes.