

The Physical Education Curriculum at Hindhayes



Hooked on Thinking
Working With and For Local Families

Recent research shows us that: Government guidelines recommend that children and young people should get 30 minutes of their daily physical activity in the school day and 30 minutes outside of school. The figures show that 57.2% (up 4.6%) of children are doing 30 minutes or more of physical activity outside of school, compared to 40.4% at school. At the other end of the scale, 2.1 million children and young people (29.0%) are doing fewer than 30 minutes of physical activity a day, and while that number is down (by 3.9% over the last year) it's a reminder of how much more needs to be done. Active children are happier, more resilient and more trusting of others and there is a positive association between being active and higher levels of mental wellbeing, individual development and community development. (Sport England 2019)

Developing Physical Education at Hindhayes - Most teachers at Hindhayes have been trained to teach REAL GYM and many have had training in REAL PE and until 2021 we used these schemes for many PE lessons. We have recently purchased an online scheme, [peplanning.org](https://www.peplanning.org) which is easy to follow and covers all aspects of PE: games, athletics, gymnastics, dance. And this scheme is now what we follow.. Physical Education is a valuable and essential part of the curriculum at Hindhayes. It is concerned primarily with the development of gross motor skills, agility, balance, coordination and movement confidence. PE provides opportunities to develop skills, knowledge and understanding through a wide range of physical activities. These schemes also offer lesson planning to help build social and personal skills – a key element to all planning since lockdown.

| Pupils should be taught to: | Development of skills | Foundation Stage | Year 1 | Year 2 |
|---|--|------------------|---|--|
| Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these to a range of activities. | Children have the opportunity to develop their physical skills through chosen play outside. They also attend fortnightly forest school sessions, and have lessons with balance bikes and soft play equipment to develop their core muscles and coordination. | | Following the PE Planning scheme children begin to perform skills with control and consistency and sequence movements with changes to level, speed and direction. Children begin to learn individual and team games through pe planning scheme | Children continue to develop different ways of performing the basic actions of travelling using hands and feet, turning, rolling, jumping, balancing, swinging and climbing, both on the floor and using apparatus. They link a series of actions both on the floor and using apparatus, and how to repeat a sequence with continued development of control, co-ordination, balance, poise and elevation in the basic actions of travelling, jumping, turning, gesture and stillness |
| Participate in team games, developing simple tactics for attacking and defending. | | | Children begin to compete against themselves with the aim of improving, as well as direct competition against an opponent, supported by peplanning scheme. They learn to take turns, play fairly and acknowledge winning and losing. Clubs such as football are offered. | Children take part in Cricket sessions with an external coach. They continue with pe planning and play games in which they compete against themselves and each other. They learn to take turns, play fairly and acknowledge winning and losing. After school clubs are offered. |
| Perform dances using simple movement patterns. | Children follow tai chi movement patterns, and use bbc music and movement. | | Many movement patterns are developed within PE Planning dance and gymnastic units, and children also have opportunity to perform movements of patterns, including some from existing dance traditions and to explore moods and feelings and to develop their response to music through dances, by using rhythmic responses and contrasts of speed, shape, direction and level using a range of stimuli. | Children continue to develop movement patterns and their knowledge of dance traditions from year 1. |

