

Subject overview: PE

What does a Physically Active child look like at Mengham Infants? What personal skills and characteristics of learning, are particularly relevant for this subject?		
<p>At Mengham Infants children will be inspired so that they develop an enthusiasm and love of physical exercise and value its importance in their healthy wellbeing that will remain with them for the rest of their lives. The children will develop competence and confidence to excel in a broad range of physical activities such as dance, gymnastics, games, team games and athletics and be physically active for sustained periods of time. They will be able to comment on and give feedback on their own and others performance. They will have the opportunities to engage in competitive sports and activities, both within school and at interschool level. This will help to build their character and help embed values such as fairness and respect. The children will show pride in representing their school in sports activities. They will gain knowledge and understanding about the positive effects of exercise on their bodies, to allow them to lead healthy, active lives.</p>		
These are the key skills and knowledge that a Physically Active child will develop during each year (not just EYFS/NC objectives):		
Year R	Year 1	Year 2
Children will show good control and co-ordination in both small and large movements.	Children will develop confidence in their fundamental movement skills, extending their agility, balance and coordination within a broad range of opportunities.	Children will display confidence and competence in their fundamental movement skills, extending their agility, balance and coordination within a broad range of opportunities.
<p>In Dance</p> <ul style="list-style-type: none"> • Respond to stimuli using own expressive movements. • Begin to develop an awareness of space • Perform confidently to their peers • Mirror simple movements 	<p>In Dance</p> <ul style="list-style-type: none"> • Copy and explore basic movements and body patterns using space effectively. • Remember simple movements and dance steps. • Link movements to music and sounds, responding to a range of stimuli. 	<p>In Dance</p> <ul style="list-style-type: none"> • Copy and explore movements with clear control negotiating space clearly. • Within a dance sequence vary size of body shapes, levels, speed and change of direction. • Link movements to music and sounds, responding imaginatively to stimuli.
<p>In Gymnastics</p> <ul style="list-style-type: none"> • Explore and find different ways of travelling. • Begin to understand that their bodies can make different shapes and develop their balance to hold these shapes for a short period. • Explore and experiment working at equipment at different levels (EYFS space and play space) • Mirror simple movements. • Jump off apparatus and land correctly. 	<p>In Gymnastics</p> <ul style="list-style-type: none"> • Copy and explore basic movements with developing control, coordination and balance. • Perform and hold a range of different body shapes. • Work at different levels using equipment safely. • Link 2-3 simple movements. 	<p>In Gymnastics</p> <ul style="list-style-type: none"> • Explore and create own sequence of movements using apparatus in a variety of ways. • Perform using different pathways and patterns. • Link movements together to create own floor sequence.

<p>In Games/Athletics</p> <ul style="list-style-type: none"> • Travels with confidence, negotiating space, adjusting speed or changing direction. • When using apparatus explore pushing, patting, throwing, catching and kicking with increasing co-ordination. • Begin to understand the values of working as a team in simple team games. 	<p>In Games / Athletics</p> <ul style="list-style-type: none"> • Travel in a variety of ways, including running at different speeds and jumping from a standing position. • Perform a variety of throws with basic control. • Throw and receive a ball with basic control, developing hand- eye coordination. • Apply variety of skills within simple team games. 	<p>In Games/Athletics</p> <ul style="list-style-type: none"> • Travel in a variety of ways, showing strong spatial awareness, changing speed and direction whilst running and jumping from a standing position with accuracy and distance. • Apply and combine a variety of skills with confidence to a game situation, understanding importance of rules, developing simple tactics and beginning to initiate attacking and defending. Develop own games with peers. • Perform throws using foam javelin, foam discus and shot putt with control and coordination, using equipment safely. • Across different games send the ball with accuracy.
<p>Evaluation</p> <ul style="list-style-type: none"> • They will say what they like about other's performances, beginning to make simple evaluations. 	<p>Evaluation</p> <ul style="list-style-type: none"> • Can comment on own and others performances saying what they saw, what they liked and why, using appropriate vocabulary. 	<p>Evaluation</p> <ul style="list-style-type: none"> • Can give comments on own and others performances including observations on how to improve, using appropriate vocabulary.
<p>They will know the importance for good health of physical exercise and a healthy diet and talk about ways of keeping fit and be aware of the changes to the way their bodies feel when they exercise.</p>	<p>They will know the importance for good health of physical exercise and a healthy diet and talk about how their body feels before, during and after exercise.</p>	<p>They will know the importance for good health of physical exercise and a healthy diet and describe how and why their body changes during and after exercise. They can explain why they need to warm up and cool down.</p>
<p>Subject Leader - What three questions are key to you ensuring you have led your subject so that it has a positive impact on the children ?</p>		
<p>Do the children value PE lessons by showing enthusiasm, self - belief and confidence in their abilities? Are the children developing and making progress in both skills and the 6 strands of learning (cognitive, creative, social, physical, personal , health and fitness) Do the children know their next steps/next level of difficulty.</p>		