

# EYFS and Key Stage 1&2 PE Curriculum



## Chelsea Community Hospital School

At Chelsea Community Hospital School (CCHS), the PE curriculum is only taught at the Collingham Child & Family Unit site following the Games strand of the 2014 National Curriculum and with reference to EYFS Framework Early Learning Goals. Pupil's also have access to weekly horse riding and swimming lessons and may also have some experience of Dance and Outdoor Adventurous activities via workshops and visits e.g. Forest School

At CCHS we recognise that learners in a hospital school setting have often missed significant periods of school and may join us with spiky learning profiles and gaps in their learning. CCHS staff tailor teaching and learning in PE to the level and pace specific to each learner. For the Games strand of the PE curriculum we use the expertise of a coach from Capital Kids, our own planning and the pupil's interests as an aid to motivation and engagement.

### Intent

- To help pupils develop a lifelong love of physical activity, sport and PE in all young people.
- To help pupils develop a positive and healthy physical and mental outlook.
- To help pupils develop the skills required to play a range of games.
- To contribute to the development of essentials skills like leadership and team work.
- To help ensure that pupils have access to sustained periods of physical activity each day.

### Implementation

- The PE curriculum is planned as part of our half termly themes
- Delivery of the PE curriculum can also involve work stemming from the interests of individual pupils
- Teaching staff are aware of the progression of the games component of the PE curriculum (see PE Curriculum Progression Map) and take note of this when preparing lessons
- Pupils are given the opportunity to practise existing skills and build on these to develop new or more advanced skills.
- Pupils are also encouraged to take movement breaks to break up more sedentary learning time and help develop self-regulation skills.

### Impact

- Pupils are engaged, curious and resilient in PE lessons and relish the challenge and opportunities that the subject offers.
- Pupils are keen to take part in new games and demonstrate the capacity to transfer the skills they have learnt.
- Impact is measured through key questioning built into lessons with the aim that pupils can articulate and demonstrate what they have learned.

### Early Years Foundation Stage

At CCHS we teach children from their Reception Year and teaching and learning is based around the needs, interests and ideas of the child. We respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Children are provided with a range of

rich, play-based experiences and more structured activities in which they can explore, think creatively and be active learners.

The most relevant statements for PE taken from the Early Learning Goals in the EYFS statutory framework and the 2020 Development Matters are taken from the following areas of learning – Physical development, Personal, social and emotional development and Expressive arts and design.

- Manage their own hygiene and personal needs.
- Know and talk about the different factors that support overall health and wellbeing: - regular physical activity
- Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Work and play cooperatively and take turns with others.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.
- Negotiate space and obstacles safely, with consideration for self and others.
- Demonstrate strength, balance and coordination.
- Move energetically, when running, jumping, dancing, hopping, skipping and climbing.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

#### English as an Additional Language

At CCHS, we welcome and value the cultural and educational experiences that pupils with EAL bring to our school. We value a student's linguistic skills in their own language(s) and acknowledge the time it takes to become confident in another language. We use a range of teaching strategies and resources to support EAL learners.

In PE we strive to include games related to the racial and cultural background of the diverse range of pupils who attend the hospital school.

#### Pupils with Special Educational Needs

CCHS is an inclusive school and we aim to give all our students equal access to our classrooms and resources regardless of their special educational needs or disabilities.

In PE, students with SEN will be supported to engage meaningfully in their learning through quality first teaching whereby they receive high quality teaching, differentiated for individual pupils using individualised strategies, support and curricula which are reviewed and improved on a regular basis.

Given the unique changing profile of our students there are specialised SEN teachers which can be consulted to offer targeted and specialised support through high quality interventions (see SEN Curriculum Statement for further information).