

Policy Statement - July 2006 (Review Summer 2008)

Netherfield Infant School and Nursery

Physical Activity Policy

As with all curriculum policies in force at the school, this policy is a result of input from all staff at a staff meeting which was then written up by the subject co-ordinator before being presented again to the whole staff for final approval.

Aim:

To ensure that all aspects of physical activity in school are promoted for the health and well-being of the whole school community.

Rationale:

This policy is written to:

- demonstrate the ethos of the school as a health-promoting environment;
- facilitate achieving the national target of pupils having a minimum of 2 hours high quality P.E. and school sport per week in and outside of the curriculum;
- highlight the importance of physical activity in addressing the increasing nationwide obesity epidemic

Purposes/Objectives:

Children:

- develop gross and fine motor skills, co-ordination, body and spatial awareness;
- develop a positive attitude to physical activity;
- become aware of the importance of regular exercise and the immediate and long-term effect it has on their bodies;
- learn how to work individually, co-operatively and safely;
- be able to respond creatively to a variety of stimuli;

- through physical activity, acquire life skills and values such as a sense of fairness, self-worth, honesty, concentration, listening skills;

Adults:

- support and demonstrate an attitude of inclusion which enables non-participants and children with disabilities to access the learning objectives for Knowledge and Understanding, and to access Skill objectives (adapted where necessary) according to their capabilities.

Guidelines - how will we ensure objectives will be met?

- provide a variety of opportunities in P.E. lessons through which skills can be taught and learnt; in floor work, using large and small apparatus, moving to music, indoor and outdoor games;
- be aware that children have different learning styles and provide for auditory, visual and kinaesthetic learners in lesson planning and delivery;
- explain in simple terms the benefits of regular physical exercise, what happens to our bodies when we exercise, and how we can demonstrate this e.g. taking pulse, noting breathing rate; what happens to our bodies when we don't take exercise;
- provide opportunities for individual, paired and group working, encouraging children to plan, describe, adapt and evaluate their own and others' work;
- teach children safety rules in dress and when using and moving apparatus and to assess risk involved in activities;
- use well-maintained, attractive and stimulating resources;
- praise and encourage children's best efforts;
- use outside resources (e.g. Fun Football coaching) where appropriate, encouraging children to take part in extra-curricular and family-based activities

Implementation and Monitoring

In addition, the subject co-ordinator will:

- ensure that planning is made available to all staff giving them time to differentiate their own lesson plans;

- by verbal feedback, monitoring and evaluating teacher assessment, ensure that this informs planning for progression;
- help staff to access courses or training which they feel would be useful;
- ensure that resources and equipment are regularly updated, renewed, replaced and serviced;
- provide appropriate resource packs for units of work, easily accessible, for class teachers to use;
- ensure that physical activity in the school is given a high profile by publicising events, celebrating success and inviting parents and the wider community to share in them.

Scheme of Work

The scheme of work for Y1/Y2 will be based on the QCA linked LCP Resource Files, with add-ons when appropriate from the Nottinghamshire LEA National Curriculum Scheme of work 2000 and the Val Sabin Teaching Manuals for Dance, Gymnastics and Games.

Scheme of work for the Foundation Stage will follow the same theme for each unit of work at an appropriate level while incorporating 'small steps' from the Physical Development section of the Early Learning Goals.

Other resources used will be 'C.A.C.L. Ball Play Scheme Pre-school / 5 year olds' , TOP Play cards, TOP Dance handbook and cards, TOP Start resources.