**Physical Development Report to Governors 2015 – 2016**

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**Physical Development Team Leader**

Actions:

This year we have focused on sustainable ways to support physical development especially looking at equipment which will have the maximum impact on children’s development.

* In the Foundation stage we identified the need to support hand-eye co-ordination and finger control as part of physical development. We have invested in a variety of differentiated sensory blocks as well as a range of outdoor equipment such as ‘Creeper Scooters’, reaction balls and climbing equipment to support sensory control and co-ordination (essential for early pencil control).
* As Physical Development now includes Mental Health and Wellbeing, we have collected a range of books, and resources and equipment to explore themes such as mindfulness, self-esteem and feelings. Each book is supported with a range of ideas for activities and discussion as ‘circle time’ as a class or in groups.
* Assessment and planning in Physical Development has been scrutinised and lesson observations have taken place to support co-coaching.
* We have supported the class teaching of Physical Development by investing in a range of new equipment including superlight mats, a climbing platform and interchangeable benches.
* Following the success of our ‘Craze of the Week’ boxes. We have expanded the range of equipment to support an active playground with a wide range of exciting and challenging resources.
* Working together - We identified the need to develop collaborative and traditional games as well as supporting inclusion. With this in mind we have invested in ground standing basketball nets (accessible by wheel chairs users) and games such as skittles, Nought and Crosses and Hop Scotch. Exciting equipment such as Scooter Boards (which have paddles and can be linked together!), Skis for Two and Twin Walker challenge children to work in unison.
* Team Challenges – Cub Cricket sets, Sunflower Parachute, as well as Rip-Tag Belts (similar to Tag Rugby) support team Tag games.
* We have invested in a range of storage boxes and a new shed for the main playground to ensure resources are accessible and cared for by children.
* Sports Day – An opportunity for children to challenge their personal best. Our annual Sports Day allows children to challenge themselves whilst competing in teams and having lots of fun!
* ‘Energy Club’ – I met with Midday staff and Teaching Assistants to support staff with ideas for activities, resources and a daily rota.
* Play Leaders - Children in Year 2 were invited to volunteer for the posts of ‘Play Leader’. I invited volunteers to a lunch time workshop to train them in how to support an active playground as part of a healthy lifestyle identified by their Play Leader tabards. I have observed a higher level of physical activity in the playground and behaviour as children have engaged with activities. Becoming a ‘Play Leader’ has provided Year 2 children with an opportunity to develop higher order leadership skills and citizenship.
* Bike It! – An opportunity to ‘Ditch the stabilisers!’ The session each year is aimed at getting children to ride their bikes without stabilisers.
* School Sports Clubs – These include: Dance, Karate, Gymnastics, Ball Skills, Fitness, Team Rounders and Cricket, Tennis, Judo, Mini-Olympics and Summer Games and Cheer Leaders.

Some activities have been free to access or have taken place as ‘breakfast clubs’ and during lunch times. This has enabled us to target ‘Pupil Premium’ or children who do not usually access after school clubs making our clubs accessible to all children in our care.

Health Promoting Week

Mental Health and Wellbeing now forms part of the curriculum for Physical Development.

As part of a ‘Health promoting Week’ the children at BHIS explored the theme of ‘Healthy Mind, Healthy Body’ through a programme of activities taking place over a week (commencing 27th June, 2016).

Health Promoting Week Activities:

* Wake Up! Shake Up! – Morning activity (parents too!) to get our minds and bodies ready for learning.
* Mindfulness Workshop - Sue Mason worked with each class as part of the ‘The Thumbs Up!’ programme developing ideas about mindfulness and emotions and the impact on our physical health.
* Karate – Each class learned a new skill taking part in a Karate session developing determination, resilience and cooperation.
* Sports Day - An opportunity for children to challenge their personal best. Our annual Sports Day allows children to challenge themselves whilst competing in teams and having lots of fun!
* Active Play – Cooperative challenges supporting the children with working together using exciting new equipment e.g. a scooter trail, skis for two and scooter board shuffle to name but a few!
* Activity Wheel! As a homework activity each child was challenged to fill each section to complete a wheel of activity they have participated in during the week e.g. walking to school, going swimming or riding on their bike or scooter.
* Taster table! An opportunity to try alternative healthy snack foods e.g. Waffle Fruit Kebabs, Pancake Bites and Fruit Salad Cones.
* Circusology! Children enjoyed learning a new skill instilling a sense of achievement, encouraging interaction, inspiring determination and improving coordination.

The week was ‘rounded off’ with an assembly featuring a musical loop of action pictures celebrating all the different activities the children had experienced during our 2016 ‘Health Promoting Week’.

Impact upon teaching and learning:

In each year group there is a wealth of evidence through observations and photographs to showcase teaching and learning across our school in PD. Teaching and support staff demonstrate that they have a thorough and detailed knowledge of each child’s physical development. From EYFS statements for the Foundation Stage evidenced in each child’s Learning Journey, to the National Curriculum for Years 1 and 2 there is a clear progression supporting teaching and learning. Teachers in each year group evaluate the impact on each child termly as part of their assessment and tracking procedures. Evaluation focuses not just on physical gains, but on how each child’s mental health and wellbeing has developed as part of a healthy life style.

Standards July 2016:

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| Year Group | Percentage of children who achieved age related expectations. |
| F.1 | 92% |
| F.2 | 95% |
| Yr.1 | 98% |
| Yr.2 | 96% |

Next Steps

1. CPD

To develop our collaboration and contacts with other schools for training and sharing of ideas. To invite visiting coaches to support staff and children with new ideas and sporting activities and to exploit opportunities to be active during the school day e.g. lunch times, breakfast clubs, after schools clubs and as part of a whole school ‘Fun and Physical’ day.

1. Mindfulness

To further develop ideas around ‘Mindfulness’, especially supporting children with developing ideas about strategies for maintaining a healthy mind set as crucial to having a healthy body.

1. PE and Sports Development Grant

To continue to fund a range of activities and resources which will have a sustainable and lasting impact on the physical health of children at Black Horse Hill Infant School. To explore the design and building of climbing equipment (in the FS area) for all year groups to access. This can be used as part of ‘Brain Breaks’ for children who respond best to active learning or children who are developing hand-eye coordination and body strength.

1. Sporting Activities

We will continue to strive to engage and develop a lifelong interest in sport as part of a healthy lifestyle, introducing children at Black Horse Hill to sporting interests they may not have considered e.g. orienteering and problem solving.