

INTRODUCTION:

The subject leader attended Bupa *Start to Move* training and wanted to explore ideas further back in her own school.

Initially the approach was shared and teachers trialed some ideas in their lessons. At a Local Authority subject leader workshop following the initial training, the school via the subject leader volunteered to look at how literacy could be a starting point for developing physical literacy. The school have previously run immersion style cross curricular weeks, when the expected learning outcomes for the children across all areas of the curriculum are met through using a common whole school stimulus. In this instance the book chosen was ‘The Naughty Bus’ by Jan and Jerry Oke.

Teacher observations of their children through PE lessons, movement around the classroom and around school and in their playtime outside on the playground helped to identify the physical needs of the children. It was determined therefore that the Reception class would focus on ‘locomotion’ developing a range of controlled and co-ordinated movements, Year 1 would focus on ‘stability’ together with ‘locomotion’ and would use the more challenging gymnastic apparatus to develop the children’s confidence and competence and finally the Year 2 would focus on ‘object control’ ensuring that increased challenge is provided through controlling the object whilst also travelling.

The school are continuing to develop this approach and the subject leader is to become a Peer Mentor (PM) for Barnet alongside one or two other PMs to develop good practice across the Local Authority. A cluster approach utilising the new Primary PE and School Sport funding for primary schools against a clear vision and 2 year action plan with timed and costed targets will be developed.

CONTEXT:

Deansbrook Infant School is a larger than average school, with thirty-nine part-time places in the Nursery. It serves a diverse multi-cultural community. The pupils have a variety of social and educational needs including a higher than average level of social deprivation. The number of pupils entitled to free school meals is much higher than the national average. Over half of the pupils are from minority ethnic groups and do not have English as their first language. The school has gained the Healthy School Award, Effective Early Learning Quality Award, Arts Mark, Gold and Silver awards from the London in Bloom competition and Investors in People accreditation.

OfSTED says:

Deansbrook Infant School is an outstanding school where all pupils do very well both academically and socially. The Senior Leadership team have ensured that both pupils and staff embrace their high expectations and joy for learning. There are exemplary systems to monitor the work of the school to ensure that all pupils make excellent progress. Achievement overall is therefore outstanding. One parent commented 'I have seen continuous progression in my child's learning. He shows an eagerness to learn new things as well as coming home to share his day with excitement and new questions'. This is a typical view of the parents who are overwhelmingly supportive of the school, its staff and leadership.

Pupils' personal development including social, moral and cultural development is outstanding.

The school fosters excellent and caring behaviour. Extremely positive attitudes to learning ensure that all pupils strive to do their best.

A majority of pupils start school with lower than expected level of skills for their age and make excellent progress by the end of Year 2. National tests show they reach standards that are well above average overall and exceptionally high in writing. The school has adopted successful strategies to address past underachievement and this has resulted in accelerated progress and higher standards for all pupils. This gives the pupils an excellent grounding in basic skills and means that they are very well prepared for the next stage of their education at junior school. The teaching, including in the Foundation Stage is outstanding. Work is well matched to pupils' varying ability levels so that the more able are challenged and the less able supported, which ensures all make very good progress. Excellent and focused intervention and support group work ensures that all pupils including those with English as an additional language, learning difficulties and disabilities and the more able get exactly what they need to progress to the best of their abilities and potential.

The curriculum is outstanding. Curriculum review and development is part of the school's drive to ensure that the content of what is taught fully matches the pupils' changing needs. This drive is reflected in stimulating and relevant content that interests and excites the pupils. For instance, during the week of the inspection, the school was holding a Science themed week focusing on exploration and investigation. Leadership and management are outstanding. The Senior Leadership team has built up and improved upon the school's existing strengths. All work is focused on raising standards, and their success is shown in their consistent improving results over the last three years. This has been part of an upward trend since the last inspection. The school's use of targets to promote high achievement is exemplary. Thorough and detailed analysis of pupils' attainment and progress in each year group ensures that the school has realistic and challenging goals. It successfully meets its goals and is always looking for ways to do things better. The Senior Leadership team has the support and commitment of a very strong and able staff team who know and understand the school and work well together.

EARLY YEARS FOUNDATION STAGE	YEAR 1	YEAR 2
<p>Physical Literacy with an emphasis on LOCOMOTION / TRAVEL - emphasis on range and variety of movement as well as being able to stop effectively and be still</p>	<p>Physical Literacy with an emphasis on LOCOMOTION and STABILITY using the challenge of gymnastic apparatus</p>	<p>Physical Literacy with an emphasis on OBJECT CONTROL and making up their own CREATIVE GAMES</p>
<p>EYFS LINKS Moves with confidence, imagination and in safety (Competent and Creative Mover) Travels around, under, over and through balancing and climbing equipment (Competent and Confident Mover) Shows awareness of space, of self and others (Social Mover)</p>	<p>NATIONAL CURRICULUM LINKS Perform basic gymnastic actions, including travelling, rolling, jumping and climbing, and stillness when required (Competent and Confident Mover) Manage the space safely, showing good awareness of each other, mats and apparatus (Social Mover) Make up and perform simple movement phrases in response to simple tasks (Creative and Thinking Mover) Link and repeat basic gymnastic actions (Thinking Mover) Perform movement phrases with control and accuracy (Competent Mover) Know when their body is active and talk about the difference between tension and relaxation (Healthy Mover) Carry and place appropriate apparatus safely, with guidance (Social Mover) Watch and describe accurately a short sequence of basic gymnastic actions, using appropriate language (Thinking mover) Copy a partner's sequence of movement (Competent and Social Mover)</p>	<p>NATIONAL CURRICULUM LINKS Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control (Competent and Confident Mover) Show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run (Competent and Confident Mover) Choose and use tactics to suit different situations (Thinking and Creative Mover) React to situations in a way that helps their partners and makes it difficult for their opponents (Thinking and Creative Mover) Know how to score and keep the rules of games through creating their own (Creative and Social Mover) Understand and describe changes to their heart rate when playing different games (Thinking and Healthy Mover) Begin to anticipate what they will feel like after playing games (Thinking Mover) Watch and describe performances accurately (Thinking Mover) Recognise what is successful (Thinking Mover)</p>

Examples of learning activities	Examples of learning activities	Examples of learning activities
<p>Explore the story and the language of ‘The Naughty Bus’ that lends itself to movement with a particular emphasis on travelling - ‘how’ is the bus travelling - fast/slow/stop/still – on top/underneath/through/down/ upside down – pulling/ rolling over / tumble</p> <p>The bus goes on a journey along different routes / pathways – travel in different ways / along different routes / pathways – straight lines, circles, zigzag/ spiral – different directions – forwards , backwards, sideways</p> <p>Start and Stop – moving slowly and at speed – follow my leader along different traffic routes – stop at the bus stop – pick up a passenger and then move to next bus stop</p> <p>Create own routes using cones / lines on playground</p> <p>Using other equipment to travel on (i.e. space hoppers) or along (i.e. balance beams) or through (i.e. tunnels)</p> <p>Children to describe how they are moving whilst in situ – using the language of their movement</p> <p>Action songs – The wheels on the bus go round and round – actions can then include turning and</p>	<p>Explore the story and the language of The Naughty Bus that lends itself to movement with a particular emphasis on positional and directional language – on, off, around, over, through, along etc</p> <p>Explore positional and directional language as the Naughty Bus takes a journey around gymnastic apparatus – ensure that challenging apparatus is used including wall bars.</p> <p>Free flow movement so children can choose where they travel – avoid queues at apparatus – use floor (rubber spots/ individual mats) as well as apparatus</p> <p>Children plan their journey for their Naughty Bus – designing an apparatus layout and thinking what movements / actions they would use at each piece of apparatus</p> <p>Children to move and place their own apparatus using fixed apparatus groups – photos of how to move apparatus on walls of hall to remind children of safe practice</p> <p>Use bus on ribbon to explore in/out/through /weave through spaces on around and under apparatus - now children try those movements with their bodies</p>	<p>Explore the story of The Naughty Bus – the bus moves to different bus tops – as each bus stop there is a game that can be played – the children will be making up these games – each bus stop has different equipment to play with i.e. Hoops quoits balls etc</p> <p>Visit a bus stop and play individual games – set individual challenges – how many ways can you throw and catch a bean bag – choose your favourite way and set yourself a challenge of how many you can do – visit different equipment bus stops and explore / discover what you can do</p> <p>Teach a friend your ideas</p> <p>Make up own game at a bus stop for 2/3 children</p> <p>Record game in some way in literacy session. Use ICT skills to record games</p> <p>Use IWB to show range of ideas to use and games and to emphasis expectations</p> <p>What did you do well to day – which skills? What do you still need to get better at? How can you get better?</p> <p>Get children to explain their game to camera / iPad– what skill are they trying to improve – how</p>

<p>rolling including sideways / teddy bear rolls and potentially forward rolls</p> <p>How do we travel to school – on our scooters, walking, jumping between paving slabs etc</p> <p>What places can your bus visit to encourage more creative movement i.e Space , the seaside, theme parks, the jungle etc – how would you move when at these different places?</p>	<p>Try and describe different pathways – straight, curved, zigzag</p> <p>Improve quality of movement through demonstration from other children – what does good look like? Use photos and moving footage – share in both hall and back in classroom – what does it look like when it is good? How can you help your partner get better? How can you increase the number of different ways you can travel?</p>	<p>will they get better – how will they help a friend get better – how will they help someone at home to get better</p> <p>Laminate ‘How to play my Naughty Bus Stop Game’ on a card that can be used as a playground game – Year 2 little leaders teaching younger children how to play our game – or create Naughty Bus Games home play sacks (like story sacks) that go home with game on laminated card to play / practise skills with a piece of equipment in the sack i.e. koosh ball, bean bag animal, small ball , scarf etc.</p>
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