

## Our P.E. Curriculum

### Intent

At Dimple Well Infant School and Nursery it is our **intent** that pupils have access to high quality, engaging PE sessions, which give them an **enjoyment** and value for all sports and physical activities. Our PE curriculum strives to inspire all pupils to **succeed** and excel in sport and other physically-demanding activities. As well as keeping the children physically **active** for sustained periods of time, it is our intention to develop the whole child socially and emotionally, embedding values such as fairness and respect. It is our full intention to give every child the necessary skills and confidence to develop their health, fitness and well-being make **healthy lifestyle** choices now and in the future.

### Implementation

Children are taught PE weekly by both teaching staff and sports coaches. The specialist coaches deliver kinaesthetic PE sessions to the children in Reception and gymnastics and multi-sports to the children in Year 1 and 2. Teachers compliment this by teaching dance and ABC sessions that focus on 'agility', 'balance' and 'coordination'. They use the KeyPE Sport scheme of work to help with the planning and assessment of these sessions. The curriculum is further enhanced by participation in numerous sporting after school clubs, including football, taekwondo, yoga and Wake Up and Shake Up. A sports coach supervises sport and fitness activities at lunchtime, including dance and multi-sports games. In addition, we work with other schools in the local area to provide a potted sport event which gives the children opportunity to compete against other schools.

We follow the guidelines set by the national curriculum to ensure we offer a range of PE activities that allow each child to feel challenged and offer opportunities to progress further.

### EYFS

#### As part of the EYFS statutory framework pupils are taught:

Physical development - involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Moving and handling: children show good control and co-ordination in large and small movements.

They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively.

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

### Key stage 1

Pupils develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They are able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils are taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

### Impact

We measure the **impact** of PE at Dimple Well by questioning the children about their attitudes towards the subject and by listening to their conversations with each other. Lesson observations and observing the children at playtimes and during the after school clubs happens throughout the year. Photographs of the children participating in sport and PE lessons are taken half termly. Assessments throughout Key Stage 1 are ongoing and recorded on the assessment grid. This helps identify the children who are working towards the expected level, at the expected level and exceeding the expected level in PE. Teachers also use assessment information from individual lessons to inform future lessons, ensuring children are supported and challenged appropriately.

