



## Vision

At Willow Bank Infants P.E is an integral and valued part of our curriculum. We understand that P.E is not only vital for promoting good physical health in our children but essential for helping to support emotional and mental well-being.

We aim to provide an inclusive curriculum; a curriculum which all children not only enjoy but that helps to develop their confidence and resilience and promotes positive attitudes to physical activity.

Our curriculum builds upon our children's natural enthusiasm for physical activity by developing their fundamental skills in movement, balance, agility and co-ordination to help them access and excel in a broad range of sporting activities. We provide all children with the opportunity to experience a variety of co-operative and competitive team games both in and out of school, equipping them with the skills necessary to achieve and succeed whilst embedding important values of fairness and respect.

We want to inspire our children to live healthy and active lifestyles by providing opportunities for our children to engage in daily physical activity, outside of standard lesson time.

## Intent – We aim to...

- Ensure children are engaged in PE regardless of ability or need.
- Ensure the children's experience of PE is positive and motivating.
- Encourage children to lead healthy and active lifestyles.
- Ensure children master basic movements such as running, jumping, catching and throwing and begin to apply these in a range of activities with increasing physical competence and confidence.
- Ensure children become more skilful their movements and develop their co-ordination, balance and agility.



## Implementation – How do we achieve this?

Teachers plan and deliver high quality P.E. lessons, ensuring it is sequential and leads to the progression of skills. Staff are supported in their PE teaching by Get Set 4 PE, which is linked to the National Curriculum objectives. Teachers are able to choose the sequence of the units that best fits the requirements of the children. Most units are taught on a half termly cycle. Get Set 4 PE's 'SET' skills aid the development of the whole child through PE. This is achieved by Social, Emotional and Thinking skills which are developed through the PE lessons.

### EYFS

In EYFS, our children also benefit from a weekly PE lesson, in addition to the broad range of activities in the provision which are designed to help develop their gross motor skills.

### KS1

In KS1, our children benefit from two sessions of PE a week taught by the class teacher.

### Fundamental Movement Skills

FMS can be defined as a set of basic, learned motor patterns that do not occur naturally. Developing FMS requires high-quality instruction, practise and feedback. FMS can be subdivided into three sets of skills: locomotor, stability and manipulation.

### Key concepts

All of our school values feature heavily throughout PE.

- Kindness
- Respect
- Resilience
- Community
- Independence
- Bravery

### Curriculum design

The curriculum is designed carefully so that pupils develop the necessary skills & competences to allow them to participate in all sports & activities. In EYFS and KS1, Pupils should develop fundamental movement skills, become increasingly confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

### Vocabulary

Vocabulary progression is planned throughout school, starting at EYFS. Correct terminology is introduced, rehearsed and repeated so that it becomes part of long term memory and pupils are able to use it independently & confidently to describe what they are doing. Teachers understand where pupils have met the vocabulary previously so they are able to support their retrieval.

# Implementation ctd. – How do we achieve this?

## Assessment

During lessons, feedback is instant and assessment is ongoing throughout. Feedback is used to highlight success and to navigate the children into achieving the learning objectives. Assessment is carried out and used to aid planning to ensure that all children progress. Each unit has 'I can' assessment statements which teachers can use as a working document to date and add notes to inform future planning and teaching.

## Lowest 20%

Due to the nature of the Curriculum design for PE, all children can access the learning and activities. Children are supported by the class teacher and or ESA and given instant verbal feedback and guidance. Children model and demonstrate skills and movements to the rest of the class to encourage and support all.

## Professional development

*CPD event for subject leader booked for June 2024*

*SLA Subject Network Meetings* - The subject lead for PE attends curriculum meetings in order to familiarise themselves with any changes and opportunities to further develop best practice. This is then passed onto staff to ensure that teachers have the confidence to deliver lessons well.

## Curriculum links

Physical Development promotes learning across all areas of the National Curriculum. Fine and Gross motor skills are developed throughout activities during the school day which benefits all pupils and their learning needs. Throughout the school day, extra physical development opportunities occur such as sensory circuits and movement breaks, all with the aim to aid children's ability to access the curriculum. The introduction of our OPAL lunchtimes has further supported the children in this area.

## SEND and Disadvantaged Progress

The content of the curriculum is not reduced for children with SEND and disadvantaged pupils, rather the manner in which they access the curriculum, is amended to suit their needs. Any adaptations concentrate on how the content is taught, rather than the content. High expectations exist for all pupils at their own level of understanding. Teachers are guided to use the Get Set 4 PE STEP principle to adapt their PE teaching and lessons.

Space: changing distance, height, size, or location.

Task: changing rules, roles, progressions, conditions, complexity.

Equipment: changing what is being used.

People: changing groupings or how the children play together

## Cultural capital, inclusion and diversity

We provide and promote:

- experiences to promote well being.
- education around healthy living.
- encouragement to lead an active lifestyle.
- a diverse range of activities, including team sports and dance within the PE curriculum.
- inclusive extra curricular opportunities.
- celebrating sporting achievements.
- engagement in community activities.
- values such as teamwork, sportsmanship, leadership and respect.
- social, emotional and thinking skills.
- opportunities for pupils to lead and be part of a team.



## Impact – How will we know we have achieved?

Our high expectations and inclusive practice ensures all children participate in PE.

Children engage positively in PE lessons as they learn the skills needed to preserve, work together and a want to improve skills.

Children explain the benefits of leading healthy lifestyles, and they make healthy choices by engaging in active lunchtime activities and eating healthily in school.