



Curriculum summary

Subject: Physical Education

Intent:

Why we teach Physical Education (PE)

At DILS we are committed to delivering a broad and balanced PE curriculum enabling positive participation in physical activity. Through PE and sport, our children are able to '*Learn, Believe and Achieve*' through the development of a range of invaluable life skills including discipline, resilience, communication, teamwork, and ambition.

We aim to ensure that all pupils:

- develop confidence and competence to excel in a broad range of physical activities.
- engage in competitive sports and activities.
- lead healthy, active lives through sustained periods of physical activity and the development of knowledge of health and wellbeing.
- strive for excellence and celebrate achievements.
- understand and demonstrate fair play and respect.
- provide quality opportunities for children outside of school time.

Implementation:

How we teach PE

At DILS PE is taught by teachers qualified to deliver PE lessons to children from Nursery to Y4. PE is taught to mixed ability classes. Children are given the opportunity to work as a class, as part of a group or as an individual. The choice of class organisation will be determined by the learning task or activity, the nature of the topic being studied and the resources being used. Teachers use a variety of teaching methods during P.E., depending on the activity. Teaching Assistants may be used in P.E. sessions to support children. The time allocated to PE falls within Department for Education Healthy Schools expectations of at least 1.5 hours per week. This is expressed as an amount of time each week. DILS provides two hours of high-quality P.E. teaching a week to children from Y1 to Y4. Whenever possible, links are made with other curriculum areas to enhance learning to make P.E. topics relevant to children's lives.

How we plan for learning

Bespoke short term plans which reference the National curriculum targets are followed. At DILS, we ensure PE lessons are well differentiated for all abilities and all pupils are challenged to achieve their very best. Lessons are there to build on what the pupils already know, understand and can do. The teacher then identifies what pupils need to do next in order to improve and uses the curriculum documents in place to further learning.

How we assess learning

Assessment for learning during lessons. There will be an assessment of progress and development of skills against the skills that have been taught.

Assessment against the national curriculum are recorded every half term and shared with the teachers and subject lead via an online portal.



Impact:

Our expectations for all

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Physical development in the Foundation stage is about improving skills of co-ordination, control, manipulation and movement.

Physical development helps children gain confidence in what they can do and enables them to feel the positive benefits of being healthy and active. Effective physical development helps children develop a positive sense of well-being.

(National Curriculum 2014 , p198)

Our expectations for Year 4

Key Stage 2 Pupils will be taught to continue to implement and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They will develop an understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success. Pupils will be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate, such as: badminton, basketball, cricket, football, hockey, netball and tennis.
- Apply basic principles for attacking and defending.
- Develop flexibility, strength, technique, control, agility and balance (for example, through athletics and gymnastics).
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- Develop a positive attitude towards PE.
- Cope with success and failure.
- Understand how to be safe during physical activity and exercise.
- Learn about commitment, fairness, personal responsibility, enthusiasm and perseverance.

How we measure impact

Assessment for learning during lessons. There will be an assessment of progress and development of skills against the skills that have been taught.

Assessment against the national curriculum are recorded every half term and shared with the teachers and subject lead via an online portal.

How we monitor PE

The subject leader completes lesson visits, planning checks and collects pupil voice termly to ensure high quality progressive teaching and learning is consistent across the school.

Teachers feedback to subject lead every half term to monitor progress within the lesson, behaviour and school expectations are being followed.

How we report

Class teacher shares progress and engagement face to face during parent teacher meetings and in an end of year report.

Link governor meetings.

Compulsory PE/Sports funding report.

Sharing with staff in staff meeting.