



## How we teach PE at Dunstable Icknield Lower School (DILS)

### The importance of Physical Education

At DILS we are committed to delivering a broad and balanced Physical Education 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.

*A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.*

(National Curriculum 2014, p198)

<b>Delivery: scheme of work</b>	Reception to yr 4 has one PE lesson delivered by a qualified PE teacher from ‘All for sport’. One PE lesson is taught by the class teacher. Teachers are expected to observe one lesson per half term.
<b>Time allocation</b>	R:2 sessions X 90 mins weekly; KS1&KS2 – 2:00 weekly
<b>Subject evidence</b>	Pupil voice, SL monitoring
<b>Assessment</b>	Assessment for learning during lessons Assessment recorded every half term and shared with subject lead
<b>Reporting</b>	Teacher reports progress face to face during parent teacher meetings and in a written report
<b>Tracking and monitoring</b>	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
<b>Vocabulary</b>	Key vocabulary is identified in our PE vocab spine and explicitly taught within lessons. Pupils use knowledge organisers to support retrieval.

### Aims and purposes

*Attainment targets:*

*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)

Before embarking on Key stage 1 work, children will have had the opportunity to move and play, alone and with others, in both indoor and outdoor environments. They will have experienced the curriculum through a range of planned, structured play situations. Children will have had opportunities to find out and learn about their world and to develop a range of skills that promote their own physical development.

### **Key Stage 1**

Pupils should 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 should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils will be taught to:

- Master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and coordination, 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.

### **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 etc
- Apply basic principles for attacking and defending.
- Develop flexibility, strength, technique, control, agility and balance e.g. athletics, 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
- 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

### **Organisation**

At DILS we use an 'All for Sport' PE teacher to deliver one PE lesson a week to each class from Reception to Y4 and class teachers teach the second lesson. Physical Education 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. Whenever possible, links are made with other curriculum areas to enhance learning and to make P.E. topics relevant to children's lives.

'All for Sport' produces bespoke short term plans which reference the National curriculum targets. 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 short and long term.

### **Extra-Curricular Sport**

An annual Sports Day, Year 4 activity residential and cross-school fixtures throughout the year enable us to provide a broad and inclusive programme of physical education. These different opportunities develop children's understanding of specific skills and allow them to apply skills learnt in PE lessons. Furthermore, they are encouraged to learn how to be a respectful participant including fair play, communication and celebration of achievements by all and a positive attitude.

As a school, we also work towards awards to become a healthier and active school. We currently have our Bronze School Games Award and our bronze accreditation for Modeshifts STARS.

### **Resources**

Location and storage of Physical Education resources will be found in the PE shed near to the dining hall. The PE subject lead completes equipment audits and orders the necessary equipment when required.

### **Health and safety**

Specific risks including outlining tools and materials which could pose a possible risk to pupils/staff using them, are identified on short term planning. When working with equipment in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- About hazards, risks and risk assessment
- To recognize hazards, assess consequent risks and take steps to control the risks
- To use information to assess the immediate and cumulative risks
- To manage their environment to ensure the health and safety of themselves and others - reference made to Safe Practice in Physical Education and School Sport (Association for Physical Education 2012) when and where appropriate.
- To explain the steps they take to control risks. (NC 1999. P40)

Details of the appropriate kit can be found on the school's website. Children should have suitable supportive footwear, not plimsolls, for P.E. Jewellery is required to be removed, or covered with sticking plasters, and long hair tied back.

Teachers are expected to set a good example and change clothing and footwear when teaching PE. The school's health and safety policy has been read and is followed by all staff at all times.