

## Windlesham Village Infant School; PE Subject report 2019

### Curriculum Intent

We recognise the value of Physical Education (P.E). We fully adhere to the aims of the national curriculum for physical education to ensure that all children:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

### Early Years Foundation Stage

There are two strands under Physical Development; Moving and Handling and Health and Self-care.

**Moving and Handling:** Children learn to develop good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.

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

Children in the EYFS engage in outdoor learning everyday which can include playing on the bikes, trikes and scooters on the roadway and balancing and climbing in the 'top area', as well as using the den-building equipment. In addition, when timetable constraints allow, they have one PE session a week, either in the hall or outside.

Through our PE teaching we will offer opportunities for children to:

- Have fun and experience success in developing sporting skills
- Have the opportunity to participate in P.E at their own level of development
- Secure and build on a range of skills
- Develop good sporting attitudes
- Understand basic rules
- Experience positive competition
- Learn in a safe environment
- Have a foundation for lifelong physical activity.

All children have a Forest School Day in rotation, which equates to one Wednesday every 4 weeks. Given timetable constraints, Forest School may well replace PE for that week.

### Curriculum Implementation-Overview of topics: see Appendix A

#### Implementation

P.E. is taught at Windlesham Village Infant School as an area of learning in its own right as well as integrated where possible with other curriculum areas. It is taught once a week. From time-to-time, we take advantage of opportunities for specialised teaching which can result in a variation from the planned overview. For example, Tag Rugby coaching from Premier Sport. We also take advantage of opportunities with our partnership schools to take part in multi-sport activities.

## Progression

Please see Appendix

KS1 Attainment Target: Children 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. Children 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.

## Focus of development this academic year:

- Regular use of our copse/outside areas, predominantly through Forest School, to foster team work and cooperation, as well as to address, to some degree, 'Nature-Deficit Disorder.'
- Lunchtime Club: run by SCL once/week so as to encourage the children to be physically active at break times.
- Assessment; develop assessment for PE to enable progress to be tracked; this will be monitored by PE Leader.
- Development of playground; use Sports Premium Funding, as well as donations from FOWVIS/grants, to install trim-trail equipment on new AstroTurf, to encourage children to be physically active whilst developing their core strength and gross motor skills
- Review use of Val Sabin scheme in terms of structure of lessons, outcomes and support for teachers.

## Curriculum Impact

2018-19 ELG Moving and Handling: 68% pupils achieved Expected, 30% achieved Exceeded; 2% did not achieve ELG and were Emerging. 2018-19 ELG Health & Self-Care: 70% pupils achieved Expected, 30% achieved Exceeded; all achieved ELG.

As the new assessment grids are adopted, PE Leader will be able to monitor and challenge attainment and progress in PE.

The Subject Leader monitors at least one lesson per term; this is followed by a pupil conference, so that a child can talk about their learning in PE.

## How does PE further develop Social, Moral, Spiritual, Cultural values in school?

Teamwork and cooperation; Healthy lifestyles; Beginning to establish a lifelong habit of exercising; Having fun and being active; Respect and tolerance-including respecting others' ideas.

WVIS Whole-School PE Overview for academic year

Planning is based on the Val Sabin scheme; units can be swapped from units allocated to the year group.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value	Respect	Friendship	Happiness	Courage	Cooperation	Appreciation
Year R	-	GYMNASTICS Unit N/R: Introductory Unit A: Traveling	GYMNASTICS Unit B: Stretching & Curling Unit C: Travelling	DANCE Unit 4: The Scarf, Painting a Picture, The Very Happy Caterpillar	GAMES Unit 1: Bean Bags Unit 2: Balls Unit 3: Hoops & Quoits Outdoor Learning cards Teambuilding TB3 All Aboard TB4 Crossing the Swamp	GAMES Unit 4: Ropes, Bats & Balls Athletics: Running Camo Day Sports & Health Week
Year 1	GAMES UNIT 1: Ball Skills & Games Unit 2: Throwing & Catching- Aiming Games	GYMNASTICS Unit D: Flight Unit E: Points & Patches	GYMNASTICS Unit F: Rocking & Rolling Unit G: Wide- Narrow-Curled	DANCE Unit 1 Yr 2: The Cat, Balloons, Reach for the Stars	ATHLETICS Unit 1 Outdoor Learning cards Teambuilding TB5 Blindfold Trust; TB6 Human Knot; TB16 Roller Ball	ATHLETICS Unit 2 Camo Day Sports & Health Week
Year 2	GAMES Unit 1: Throwing & Catching- Inventing Games Unit 3: Dribbling, Kicking & Hitting	GYMNASTICS Unit H: Parts High and Parts Low Unit I: Pathways	GYMNASTICS Unit J: Turning, Spinning, Twisting Unit K: Linking Movements Together	DANCE Unit 3: Words and word messages, The Three Little Pigs	ATHLETICS Unit 1 Outdoor Learning cards Teambuilding TB9 Amazing Maze; TB10 Square Dance; TB11 Line Up	ATHLETICS Unit 2 Camo Day Sports & Health Week
All years	Forest School: 1 Wednesday in rotation, half class am, half class pm, with Vicky Balaam					

Appendix-Progression in PE: Games “**Sticky knowledge**” in bold is assessed.

Yr R	Yr 1	Yr 2
<b>Underarm throw into spaces/over lines/at targets</b>	Balancing/rolling/passing a ball around different body parts	<b>Moving safely and showing an awareness of space</b>
<b>Develop catching skills</b>	<b>Patting and bouncing a ball</b> and using the skills in games	<b>Developing throwing/catching skills using a range of equipment</b> <i>different sizes/weights/textures/shapes</i>
<b>Rolling /receiving the ball individually and with a partner</b>	<b>Throwing, catching, rolling and receiving</b> using different equipment (bean bags, quoits, balls)	<b>Throw, catch and bounce in different ways</b> (in a stationary position/on the move)
Patting and bouncing a ball downwards	<b>Kicking the ball and dribbling</b>	<b>Work with a partner to pass/receive/strike in a variety of ways with a range of apparatus</b>
<b>Aiming individually at a target/with a partner</b>	Throwing and catching	Dribble with hands/feet/equipment
	<b>Using the skills to develop individual and partner target games</b>	Using a variety of equipment and different sized balls in invasion/net/striking to develop simple tactics for attacking/defending

Progression in PE: Gymnastics “**Sticky knowledge**” in bold is assessed.

Yr R	Yr 1	Yr 2
<b>Travelling in different ways, around, under, over and through balancing and climbing equipment</b>	<b>Hopping, bouncing, skipping, jumping in different directions</b>	Travelling close to /far away from the ground
<b>Travelling in different ways</b> (hands, feet, sliding, shuffling, high, low etc...)	<b>1 foot to 2 feet jumping</b>	<b>Travel different pathways with different movements</b>
<b>Using apparatus safely</b>	Making different shapes with their body	Partner work
	<b>High and low levels</b>	<b>Using apparatus safely</b>
	<b>Small/large body parts to balance upon (points and patches)</b>	
	Partner work	
	Changing balances smoothly and showing different speeds	
	<b>Using apparatus safely</b>	

Progression in PE: Dance “**Sticky knowledge**” in bold is assessed.

Yr R	Yr 1	Yr 2
<b>Recognise and show different shapes with their bodies</b>	<b>Use a range of basic dance actions</b>	Respond to different types of stimuli
<b>Choose different movements and link them appropriately</b>	<b>Work alone with guidance</b>	<b>Work in pairs/small groups to create ideas for dance</b>
To remember and perform short phrases and patterns of movement	Use different levels/directions and speeds and choose appropriate actions for the dance idea	<b>Use a variety of basic dance actions/gesture/shape and stillness</b>
To talk about the dance and why they liked/didn't like it	<b>Talk about a dance and why they liked it</b>	Change and vary actions - speed/size/weight
		Observe each other dancing and say what they liked/EBI

Progression in PE: Athletics “**Sticky knowledge**” in bold is assessed.

Yr R	Yr 1	Yr 2
Running	<b>Running</b>	Sprinting technique
	<b>Simple take-offs and landings</b>	<b>Exploring how different body positions/equipment/types of take-off/landing can affect success of an activity</b>
	<b>Underarm (fling) /push throw</b>	<b>Fling throw for accuracy/distance; Push throw with 2 hands</b>
	Working cooperatively with a partner	<b>Working together to follow the rules of a game/relay/event</b>
	<b>Working to the rules of a game/challenge</b>	