

At **Hamstel Infant School and Nursery** we understand the importance of **every child's physical development** and the necessity to provide all with the opportunity to develop key movement skills. We seek to inspire children through Games, Gymnastics and Dance, allowing them to develop their own love of physical activity.

## INTENT—*We aim...*

Children to develop a **positive and healthy, physical and mental outlook** in school.

To provide a varied PE curriculum. Children to develop a **lifelong love of physical activity**, sport and P.E.

Children to be exposed to a language rich curriculum with an emphasis on **subject specific vocabulary**, to develop children's oracy.

To offer all children a curriculum that ensures **sequenced and progressive development** of their Physical development, knowledge and skills.

To provide children with a wide range of opportunities to **participate in sport events, clubs and competitions.**

That by the end of KS1 all pupils have mastered **fundamental movement skills** in Games, Gymnastics and Dance.

## IMPLEMENTATION—*How do we achieve our aims?*

At Hamstel Infant and Nursery School we provide challenging and enjoyable learning through a range of sporting activities including; Invasion **Games, Gymnastics, Dance.** We cover the National Curriculum in Key Stage 1 and use Development Matters and the Early Learning Framework in EYFS to develop our own ambitious curriculum. We use Completed P.E. As a vehicle to support our curriculum, ensuring it is progressive and sequenced effectively. All lessons are **inclusive** and are **adaptive** so all children take part and development their skills.

### Sequenced Planning and Progression

At Hamstel Infant School, planning and progression for P.E is carefully structured to meet the needs of our children. Using our **bespoke progression grids** from Nursery to Year 2, ensures a seamless transition across key stages. Our **long-term plans** within P.E are designed to align with overarching themes within each year group, while **medium-term and short-term plans** offer detailed outlines for specific lessons. Teachers use **Complete P.E.**, to further enhance their planning, ensuring a progressive and well-structured sequence of lessons for each unit of work. Whilst utilising this scheme, the P.E curriculum is **adapted** to cater to all children at Hamstel, drawing upon their **prior knowledge and skills to inform next steps in learning.** This carefully structured and sequenced approach aims to provide children with the opportunity to **learn new knowledge and physical skills.**

### Oracy and Vocabulary Development

Through **well-planned and sequenced lessons**, children are exposed to new **subject specific vocabulary** whilst given opportunities to use previously learnt vocabulary. Each half term's focus vocabulary is made **explicit** to children in the lessons and is **modelled in context**, using **stem sentences** to scaffold children's understanding. The children are encouraged to use and apply the correct vocabulary, through planned opportunities for talk and discuss.

### Assessment

Using the school's **P.E progression-grid and highlighted expectations** for the end of EYFS and Key Stage 1 as a key tool, teachers make informed plans to support the learning journey children go on within their Physical Education, to ensure they acquire the expected skills and knowledge across the P.E curriculum.

To further support this development, assessment of P.E at Hamstel is underpinned by **formative assessment strategies** to effectively gauge children's progress and understanding. Our fundamental techniques such as **Think, Pair, Share and 3-tick answers** are used during questioning and encourages active participation from all children. **Reviewing prior knowledge** through 'show me' activities and close **observation** of children's actions and application of skills allows teachers to see individual skill levels and **adapt lessons accordingly.**

Clear and explicit **lesson objectives**, coupled with a **defined success criteria**, enable the children to understand what is expected of them in each lesson, and work progressively towards a clear learning outcome.



## MOVEMENT

In KS1 P.E movement lessons, we focus on developing **foundational movement skills**. Children **master techniques** such as running and jumping, in turn this helps to develop the children's balance, coordination and agility. Additionally, they learn **essential skills like throwing, catching, kicking and controlling a ball**. These activities not only improve physical fitness but support understanding of skills that they can go on to use in games and activities. This structured approach lays a solid groundwork for their **future physical development** and overall well-being of the children.



## GAMES

In KS1, children have opportunities to focus on **team games, applying their essential skills**. These lessons involve actively participating in various team games, and opportunities to **practice and apply skills** such as attacking and defending.

By engaging in these activities, children use the movement skills they have learnt to help develop **teamwork, coordination, and sportsmanship**, laying a strong foundation for their physical and social development.



## DANCE

Throughout their dance lessons, children are taught key skills in order to progress in their ability to **explore movement to music**.

Lessons are planned to match closely to each **year group's overarching theme** and aim to allow children to express themselves to music, whilst **connecting simple movement patterns**.

Each year, KS1 also explore a new genre of dance, linking closely to their **genre music lessons**, allowing them to delve into the world of **Country Line Dancing and Rock and Roll**.



## GYMNASTICS

During gymnastics lessons, children are taught fundamental movement skills, which allow them to build upon **their strength, flexibility, and coordination**.

Within Year 1, children explore creating wide, narrow and curled shapes with their bodies, before progressing onto joining these ideas into sequences.

In Year 2, children continue to develop their linking skills, exploring a variety of ways to sequence movements together and finding new ways to travel in a given area.



## Enrichment Opportunities

We pride ourselves on giving **all children** the chance to participate in competitive and non-competitive events. All children have the opportunity to participate in events such as **Sports Day and the Mini Marathon**. As part of the **Southend Primary School Sports Association** we provide lots of opportunities for children to participate and represent the school at local events. Through this membership we can provide specialist coaching for children and C.P.D for staff to continue to **promote high standards**.

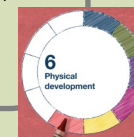
By implementing high expectations, practice and support we are able to provide children who **excel in sport** the chance to compete across the borough. **Clubs** are run to help children with a passion for sport to progress and be ready to represent the school.

To ensure as many children as possible have the chance to represent the school and play sport we arrange friendly matches with other local schools so more children can have that experience.



## EYFS

All children in EYFS have **access to outside space**. The teachers use the space to set up different and varied activities to help develop the children's **Physical Development and fundamental movement skills**. Each half term in Nursery they focus on a different part of the curriculum to help build the overall Physical Development of each child in both **Gross and Fine motor skills**. Children in **Reception** have a weekly P.E lesson where they have further opportunities to be taught explicitly and develop their skills. The first term focus is on **gross motor skills** which helps to build the children's core strength which has been proven to be beneficial for learning to write. They continue to develop on from the Nursery's **fine motor skill** work developing the children pencil grip and control as well as working with scissors, cutlery and paintbrushes to build up **hand strength and their control**.



## IMPACT—How will we know we have achieved our aims?

Children **will enjoy taking part in Physical Activity and understand the benefits** that an active lifestyle can have.

Children will have a **good fundamental movement skills** by the end of KS1 and will be able to **perform these when applying to sport or games**.

Children will be able to use the correct **subject specific language** when talking about a sport and physical movement.

Our **well-planned curriculum** will ensure that children gain **strong knowledge** in Physical Education and **progress** well overtime in their **skills** needed for sports.

Children will have the opportunity to **take part in clubs**. Children will be given the opportunity to **attend events and represent the school**.