



## Dobcroft Infant School PE KS1 Intent, Impact and Implementation

Our Vision	<i>To provide a foundation for fulfilled lives, inspiring confident and happy learners</i>					
Our Values	Enjoy learning 	Try our best 	Make good choices 	Respect each other & our surroundings 	Work together 	Celebrate our successes 

### Subject Intent:

The intent of the PE curriculum for KS1 is to provide a high-quality physical education program that inspires all children to enjoy and feel the benefits from being physically active so that they lead healthy and active lives. We also aim through high-quality teaching to develop children's fundamental skills across a broad range of activities so that children become confident and competent while having access to a range of different experiences. As a school we aim to provide a positive attitude towards sport no matter which sport a child is interested in or their ability. We ensure that all planning is inclusive of the needs of all of our children and athletes from a range of backgrounds, sports and disabilities are promoted.

All children will experience 2 hours of PE a week, with there also being strategies in place to encourage and support all children to be active for at least 30 minutes during the day to tie in with the 5 key indicators used to drive forward the development and progress of PE and sport within school. This includes use of sports leaders, active lessons, use of continuous provision, personal challenges, outdoor learning and our Mile Challenge alongside a high quality provision of lunchtime equipment.

*We also provide all children with an opportunity to access swimming lessons in year 1 to support children to work towards being able to develop their knowledge of water safety, and feel more confident being in the water.*

### PE National Curriculum Expectations

The national curriculum for KS1 outlines that the aim for PE and sport education within school is to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sport and activities
- Lead healthy, active live.

## Curriculum Intent, Implementation and Impact Year 1

<b>Gymnastics and Yoga</b>	
<b>Intent</b>	<p>For children to: Develop balance, agility and co-ordination.</p> <ul style="list-style-type: none"><li>• Explore gymnastic actions and still shapes.</li><li>• Move confidently and safely in their own and general space using changes of speed, level and direction.</li><li>• Copy or create and link movement phrases with beginning, middles and ends.</li><li>• Know how to carry and place apparatus.</li><li>• Recognise how their body feels when still and when exercising.</li><li>• To watch and copy and describe what they and other have done</li></ul>
<b>Implementation</b>	<p>Planning to be adapted based on individual needs of children, and lessons repeated where necessary if a skill has not been secured.</p> <p>Use of British gymnastics planning</p> <p>Yoga Planning within PE folders.</p>
<b>Impact</b>	<p>Children will be able to:</p> <ul style="list-style-type: none"><li>• Create and perform a movement sequence.</li><li>• Remember, repeat and copy simple actions and movement sequences with a beginning, middle and end.</li><li>• Link two actions to make a sequence.</li><li>• Recognise and copy contrasting actions (narrow / wide, tall / small)</li><li>• Travel in different ways, changing speed and direction and using different body parts.</li><li>• Hold still shapes and simple balances using large body parts.</li><li>• Carry out simple stretches.</li><li>• Carry out a range of simple jumps, landing safely.</li><li>• Move around, under, over and through different objects and equipment using pushing and pulling.</li><li>• Begin to move with control and care and return to the same space</li></ul> <p>Key skills learned – refer to skills progression document.</p>

## Games

Games		
	<b>Skills – Autumn 1</b>	<b>Team Games – Spring / Summer</b>
<b>Intent</b>	<p>For children to:</p> <ul style="list-style-type: none"> <li>• Master basic movement skills.</li> <li>• Develop co-ordination skills</li> <li>• Be able to apply skills into a range of activities.</li> <li>• Become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.</li> </ul>	<p>For children to:</p> <ul style="list-style-type: none"> <li>• Participate in team games, developing simple tactics for attacking and defending.</li> <li>• To be able to engage in competitive sport (against others and self) and co-operative physical activities in a range of challenging situations.</li> </ul>
<b>Implementation</b>	Val Sabin – unit 1, year 1	Rawmarsh planning – choice of games to be decided based on needs of class. Striking / fielding games – Speedy Pass Net games – Hoopla
<b>Impact</b>	<p>Children will be able to develop skills in the following areas:</p> <p>Using space</p> <p>Ball skills; throwing and catching, hitting and striking, passing a ball, dribbling and kicking, patting and bouncing</p> <p>Tactics and rules including attacking and defending.</p> <p>Refer to skills progression document to see the key skills developed within this area of the curriculum.</p>	

## Dance

<b>Intent</b>	<p>For children to:</p> <ul style="list-style-type: none"> <li>• Develop fundamental movement skills.</li> <li>• Perform dances using simple movement patterns.</li> </ul>	
<b>Implementation</b>	<b>Unit 1 – Into The Woods</b>	<b>Unit 2 – Ice and Fire</b>
	<p>A sequence of 6 lessons will build up to children learning a choreographed dance routine to perform.</p> <p>Each lesson will focus on developing one dance component and will include opportunities for creative improvisation to music.</p>	<p>A sequence of 6 lessons will build up to children learning a choreographed dance routine to perform.</p> <p>At the end of the unit of work children will then work to choreograph their own dance routine to a given piece of music.</p> <p>Each lesson will focus on developing one dance component and will include opportunities for creative improvisation to music.</p>
<b>Impact</b>	<p>Skills developed by children by the end of Y1</p> <p>Dance skills:</p> <ul style="list-style-type: none"> <li>• Copy and repeat a sequence of actions linking them together with a simple start and finish to make short dance phrases.</li> <li>• Vary the speed of their actions.</li> <li>• Use simple choreographic devices such as unison, canon and mirroring.</li> <li>• Begin to improvise independently to create a simple dance.</li> <li>• Be able to perform simple movements within the 6 basic dance components – elevation, travel, rolls, gesture / isolations, dynamics and expansion and relaxation.</li> </ul> <p>Compete / perform:</p> <ul style="list-style-type: none"> <li>• Perform movement sequences learned with some control.</li> <li>• Explore, copy and perform a range of actions including basic body patterns, shapes and movements e.g. turn, jump, star, pike with some co-ordination and control.</li> </ul> <p>Evaluate:</p> <ul style="list-style-type: none"> <li>• Watch and describe performances.</li> <li>• Begin to say how they could improve.             <ul style="list-style-type: none"> <li>• Understand why it is important to count to music.</li> </ul> </li> </ul> <p>Refer to skills progression document.</p>	

## Curriculum Intent, Implementation and Impact Year 2

Gymnastics and Yoga	
<b>Intent</b>	<p>For children to: Develop balance, agility and co-ordination.</p> <ul style="list-style-type: none"> <li>• Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision.</li> <li>• Choose, use and vary simple compositional ideas in the sequences they create and perform.</li> <li>• Recognise and describe what their bodies feel like during different types of activities.</li> <li>• To improve their work using information they have gained by watching, listening and investigating.</li> <li>• Become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.</li> </ul>
<b>Implementation</b>	<p>Planning to be adapted based on individual needs of children, and lessons repeated where necessary if a skill has not been secured.</p> <p>Use of British gymnastics planning Yoga planning within folders.</p>
<b>Impact</b>	<p>Acquiring and developing skills:</p> <ul style="list-style-type: none"> <li>• Balance on combinations of one foot; hand; foreleg; forearm; hip (back and side) and combined with other body parts.</li> <li>• Transfer weight to and from specific body parts.</li> <li>• Move / balance with hands and/or feet apart and together.</li> <li>• Step; side (slip) step</li> <li>• Hang and swing from legs and hands</li> <li>• Jump for height and distance from two feet</li> <li>• Handle large pieces of apparatus</li> <li>• Perform gymnastics moves with dynamics; move from high to low and low to high</li> <li>• Work with a partner to; move together and alongside, lead and follow and copy (match).</li> <li>• Move around within a space and along different pathways; straight, zig-zag and curved.</li> </ul> <p>Key skills learned – refer to skills progression document.</p>

## Games

Games		
	<b>Skills – Spring 1</b>	<b>Team Games – Spring 2 / Summer</b>
<b>Intent</b>	For children to: <ul style="list-style-type: none"> <li>• Master basic movements - throwing and catching.</li> <li>• Develop co-ordination skills</li> <li>• Be able to apply skills into a range of activities.</li> </ul>	For children to: <ul style="list-style-type: none"> <li>• Participate in team games, developing simple tactics for attacking and defending.</li> <li>• To be able to engage in competitive sport (against others and self) and co-operative physical activities in a range of challenging situations.</li> </ul>
<b>Implementation</b>	Val Sabin – year 2; inventing games units	Rawmarsh planning – choice of games to be decided based on needs of class.  Striking / fielding games – Bean Bag Drop / How Far  Net games – Feed Me / Barrier Ball  Invasion games – Touch Down / Shoot
<b>Impact</b>	Children will be able to develop skills in the following areas:  Using space  Ball skills; throwing and catching, hitting and striking, passing a ball, dribbling and kicking, patting and bouncing  Tactics and rules including attacking and defending.  Refer to skills progression document to see the key skills developed within this area of the curriculum.	

## Dance

Dance		
	Unit 1 – Countries	Unit 2 – Under the Sea
<b>Intent</b>	For children to: <ul style="list-style-type: none"> <li>• Develop fundamental movement skills.</li> <li>• Perform dances using simple movement patterns.</li> </ul>	
<b>Implementation</b>	Children will explore 3 different dance styles – African, Bollywood and Street Dance learning a routine to copy for each style. At the end of the unit of work children will then work to choreograph their own dance routine to a given piece of music. Each lesson will focus on developing one dance component and will include opportunities for creative improvisation to music.	A sequence of 6 lessons will build up to children learning a choreographed dance routine to perform. At the end of the unit of work children will then work to choreograph their own dance routine to a given piece of music. Each lesson will focus on developing one dance component and will include opportunities for creative improvisation to music.
<b>Impact</b>	Skills developed by all children by the end of Y2: Dance skills: <ul style="list-style-type: none"> <li>• Devise and repeat a sequence of 3 actions with a clear start and finish.</li> <li>• Create a short motif inspired by a stimulus.</li> <li>• Change the speed and level of their actions.</li> <li>• Vary the speed of their actions.</li> <li>• Use simple choreographic devices such as unison, canon and mirroring.</li> <li>• Explore space and how their body can move to express ideas, mood, character or feeling.</li> <li>• Response imaginatively to a variety of stimuli.</li> <li>• Use different transitions within a dance motif.</li> <li>• Use dynamics and expression within their movement sequences.</li> <li>• Use of counts of 8 consistently keep in time with the music and a partner.</li> <li>• Be able to name and create movements based upon the 6 basic dance components - elevation, travel, rolls, gesture / isolations, dynamics and expansion and relaxation.</li> <li>• To begin to develop an awareness of different styles / types of dance.</li> </ul> Compete / perform <ul style="list-style-type: none"> <li>• Perform sequences of their own composition with coordination.</li> <li>• Perform learnt skills with increasing control.</li> </ul> Refer to skills progression document to see the key skills developed within this area of the curriculum.	