



PHYSICAL EDUCATION

PD1 (Moving and Handling)

This document shows how our PE curriculum develops from Nursery to Year 2.

Intent: EYFS

In the Early Years Foundation Stage (Nursery and Reception) our focus for teaching and learning is on providing a learning environment that enables children to apply and develop their gross physical skills. In Reception, our children also benefit from weekly PE sessions taught by a PE specialist.

	Learning experiences	Key vocabulary	Birth to Five Matters
Nursery	<p>Our outdoor learning environments offer opportunities for children to explore small and large scale equipment in both child-led and adult-led learning experiences; climbing and balancing equipment, wheeled toys, bats, racquets, beanbags and balls, stilts, hoops</p> <p>Children have access to a range of loose parts for construction play; bricks and blocks, wheels, crates</p> <p>Children may dance and move freely to music at listening station/IWB during free-flow provision, using ribbons/bells/scarves/pom-poms for movement</p> <p>Adult-led experiences with small equipment e.g. playing throwing and catching games.</p>	<p>Run, walk, move, throw, catch, balance, catch, up, down, crawl, safe, safely, jump, hop, stop, still</p>	<ul style="list-style-type: none"> • Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands • Runs safely on whole foot • Moves in response to music, or rhythms played on instruments such as drums or shakers • Jumps up into the air with both feet leaving the floor and can jump forward a small distance • Begins to walk, run and climb on different levels and surfaces • Begins to understand and choose different ways of moving • Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it • Climbs up and down stairs by placing both feet on each step while holding a handrail for support • Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride • May be beginning to show preference for dominant hand and/or leg/foot

<p>Reception</p>	<p>Our outdoor learning environments offer opportunities for children to explore small and large scale equipment in both child-led and adult-led learning experiences; climbing and balancing equipment, wheeled toys, bats, racquets, beanbags and balls.</p> <p>Autumn 1: Introduction to PE – Listening and following instructions Children will be introduced to PE, developing their listening skills. They will learn how to manipulate and move their bodies in different ways. They will explore different ways of traveling with the use of games such as pirate ship and parachute games.</p> <p>Autumn 2: Gymnastics - Animals Children will learn how to manipulate and move their bodies in different ways. They will explore ways of travelling, jumping and balancing on the floor. Children will develop their coordination and balance moving like animals such as monkeys, lions, frogs and snakes.</p> <p>Spring 1: Gymnastics – Stations and mats Children will build upon their skills learnt in Autumn 2, focusing on balance, co-ordination and agility, by introducing apparatus. They will develop control in jumping through mounting and dismounting equipment, travelling in different ways using the equipment, and using equipment in balances.</p> <p>Spring 2: Multi skills: Bean bag challenges Children will develop their existing throwing and catching skills, whilst exploring other ways to control a bean bag. They will work with others and develop their co-ordination skills through drills and pair work.</p>	<p>Run, walk, move, throw, catch, balance, up, down, crawl, safe, safely, jump, hop, stop, still</p> <p>Stop, turn, reverse, station, freeze, up, down, forwards, backwards, sideways,.</p> <p>Body parts – feet, knees, hands, toes, heels, arms.</p> <p>Floor, over, under, through, stretch, mat, balance, hop, jump, turn, skip, slide, on, off, risk, under, over, on top, land, bend</p> <p>Bench, table, horse, throw, catch, ball, kick, control, partner, up, down, step, speed, direction, big, small, high, low, jump, run</p> <p>Team, partner, score, win, throw, catch, bat, hoop, quoit, roll, balance, hoop, racket, bounce, crawl</p>	<ul style="list-style-type: none"> ● Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise ● Walks down steps or slopes whilst carrying a small object, maintaining balance and stability ● Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles ● Can balance on one foot or in a squat momentarily, shifting body weight to improve stability ● Can grasp and release with two hands to throw and catch a large ball, beanbag or an object ● Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping ● Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk ● Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance ● Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles ● Travels with confidence and skill around, under, over and through balancing and climbing equipment ● Shows increasing control over an object in pushing, patting, throwing, catching or kicking it
------------------	--	--	---

	<p>Summer 1: Games through multi skills Children will extend their co-ordination skills by using a range of equipment such as racquets, bats, hoops and quoits. They will work with others and develop skills by playing small team games.</p> <p>Summer 2: Athletic style activities Children will develop their balance, co-ordination and agility by running, completing obstacle courses where they have to negotiate space and obstacles and successfully change speed. Children will take part in Sports Day races.</p>	<p>Weave, jump, under, over, run, fast, slow, jog, balance</p>	
--	---	--	--

Intent: Year 1 and 2

As the children move into Key Stage 1, we follow on and develop from their experiences in the EYFS. Children in Year 1 and 2 have a weekly PE session that is taught by a specialist PE teacher. They follow a programme of activities across the year to ensure full coverage of the National Curriculum and our curriculum map shows the skills journey that children go on through Key Stage 1.

In addition to their PE sessions, children in Year 1 and 2 also have daily ‘wake and shake’ movement sessions in their classrooms on the interactive whiteboards. The playground area has been designed with markings to stimulate physical activity and children in Year 1 and 2 also take turns as classes to access the large climbing equipment in the playground at playtime and lunchtime. OPAL (Outdoor play and learning) at break and lunch also provides opportunities for climbing, building, rolling, and crawling on large loose parts.

Children in Year 1 and 2 have the opportunity to take part in sports festivals outside of school with other local Infant schools. These are organised by our specialist PE teacher.

The National Curriculum Key Stage 1 Programmes of Study for Physical Education tell us:

- 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 should be 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

	Learning experiences	Key vocabulary	National Curriculum Programmes of Study for KS1
Year 1	<p>Autumn 1: Throwing and catching Children will develop their throwing and catching ability and build upon their skills by aiming for targets. They will practise this individually, with partners, and with others in games. Target practise will also be used to increase agility, balance and co-ordination. For example, tracking a rolling ball, throwing a beanbag to hit a cone.</p> <p>Autumn 2: Gymnastics: Animals Using the floor, children will develop their movement skills, balance and co-ordination. They will learn how to sequence movements, balances and jumps they have been taught and have explored, on the floor.</p> <p>Spring 1: Gymnastics: Stations and mats Using both the floor and apparatus (including wall bars), children will develop their movement skills, balance and co-ordination.</p>	<p>Target, aim, practise, throw, miss, over arm, under arm, catch, bounce, roll</p> <p>Balance, jump, land, turn, spin, climb, travel, table, horse, beam, bench, mat, safe, risk, link, sequence</p> <p>Balance, jump, land, turn, spin, climb, travel, table, horse, beam,</p>	<ul style="list-style-type: none"> • master basic movements including throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • access a broad range of opportunities to extend their agility, balance and coordination, individually and with others

	<p>They will learn how to sequence movements, balances and jumps they have been taught and have explored, on the floor and apparatus.</p> <p>Spring 2: Multi skills with team games Children will continue to develop their co-ordination skills and their ball skills and further these by using them in a range of activities and small games. They will practice rolling and throwing different equipment to a partner.</p> <p>Summer 1: Team games Children will be introduced to attacking and defending in a range of drills and small group games, providing them with opportunities to practise their skills in game situations.</p> <p>Summer 2: Athletics Children will engage in increasingly competitive activities, both against self and others. They will work on their agility, balance and co-ordination through running, jumping and obstacle style activities.</p>	<p>bench, mat, safe, risk, link, sequence</p> <p>Pass, throw, catch, under arm, overhead, team, score, ball, hit, roll, bounce.</p> <p>Attack, defend, score, draw, win, lose,</p> <p>Run, weave, over, under, jump, race, improve, time</p>	<ul style="list-style-type: none"> • master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • access a broad range of opportunities to extend their agility, balance and coordination, individually and with others • 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 • engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. • participate in team games, developing simple tactics for attacking and defending • master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • 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.
--	---	--	--

<p>Year 2</p>	<p>Autumn 1: Multi skills with team games Using a range of equipment types, children will focus on rolling to a target and a partner, throwing at a target, over arm and over arm technique, bouncing and catching with a partner and as a team.</p> <p>Autumn 2: Gymnastics- animals. Children will build upon their existing movement skills and learn about travelling in different ways, in different directions using levels. They will develop their balance through holding different body shapes and using counter balances with a partner. Children will develop their jumping skills and will sequences different movements both individually and in partner work.</p> <p>Spring 1: Gymnastics- stations and mats Using the floor skills learnt in the previous half term, children will build different pieces of apparatus into sequences by travelling, balancing etc, on the equipment. They will also use the wall bars to develop strength, balance and co-ordination allow themselves to manage risks.</p> <p>Spring 2: Team games and multi skills Children will learn more about game tactics and have the opportunity to explore and practise target games in teams within a range of team involving balls and hoops, where they can use and further their existing skills.</p>	<p>Roll, throw, balance, overarm, underarm, catch, target</p> <p>Speed, direction, travel, partner, balance, sequence, movement, jump, leap, turn, land</p> <p>Horse, bench, mat, beam, wall bars, table, sequence, balance, roll, leap, turn, risk</p> <p>Team, target, collaborate, kick, dribble, pass, partner, roll, hit, underarm</p>	<ul style="list-style-type: none"> • 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 • access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. • master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. • master basic movements including running, jumping, 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 • 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
---------------	---	---	--

	<p>Summer 1: Team games Children will learn summer team games where they have to use their multi skills and tactics in order to achieve as a team.</p> <p>Summer 2: Athletics Children will engage in competitive activities, both against self and others. They will develop their ability and agility whilst negotiating obstacles in races, learn athletic style jumps and healthy lifestyle.</p>	<p>Team, score, fielder, batter, bat, back stop, run, bowler, ball</p> <p>Race, improve, run, standing long jump, fitness, health, wellbeing, time, stop watch</p>	<ul style="list-style-type: none"> • participate in team games, developing simple tactics for attacking and defending • master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • 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.
--	--	--	---