



Be active!

Physical Education Curriculum – Intent and Implementation

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination.

Our intention in Physical Education is to ensure all pupils engage in regular physical activity that develops a wide range of physical skills, and provides children with an understanding of how to lead a safe and healthy life. This will be delivered through high quality PE sessions and break and lunchtime provision that ensure children build their physical stamina, as well as drawing on a range of gross motor and fine motor skills.

At Church Hill Infant School we recognise the importance of 'fundamental movements' as our golden thread throughout our Physical Education curriculum. Each year children build on these essential skills to ensure they are confident to take part in a variety of different sports and opportunities, as well as keeping them physically fit and healthy. Through our teaching of the fundamental skills we are keen to give children the opportunity to take part in a variety of new sports that they may not have experienced before. We aim to inspire children to gain a love of sport in order to live a healthy and active lifestyle.

In addition to PE lessons we aim to educate our children, through cross curricular links with Science and PSHE, the importance of maintaining a healthy body. E.g what a balanced diet consists of, the importance of hydration after exercise, and building on our Church Hill values of Determination and Teamwork in order to instil the qualities of resilience and perseverance in our children.

Oracy

Through the exposure to a range of different skills and sports we understand the importance of widening children's vocabulary to be able to take part in discussion about what they have been learning. Our Get Set 4 PE platform breaks the vocabulary down into smaller chunks for each year group to ensure children have regular opportunities to use and understand these words in various contexts. Please see below for the list of words children are expected to use in each year group.

We also expect children to continue their use of speaking in full sentences to give feedback to their peers on their performance and answer questions about what they are learning. This is modelled by staff in every PE lesson.

Diet, hygiene and healthy bodies - skills and knowledge

EYFS	Year 1	Year 2
<p>3 and 4 year olds Start eating independently and learning how to use a knife and fork.</p> <p>Reception Know and talk about the different factors that support their overall health and wellbeing:- regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine - being a safe pedestrian.</p> <p>I can talk about foods I like and don't like. I can identify some healthy and unhealthy foods by looking at pictures.</p> <p>I can wash my own hands with soap and water. I can manage my own toileting needs and tell an adult if I need support.</p>	<p>I can explain that food gives us energy to move around. I can talk about how my body feels if I haven't eaten for a while. I can talk in simple terms about what might happen to my body and my teeth if I eat too much unhealthy food.</p> <p>I understand that food is a basic requirement and is needed to keep us healthy and give us energy to grow. I know I need to drink water to keep my body hydrated</p> <p>Healthy bodies:</p> <p>Throughout the getset4pe planning sessions, talking to the children about what is happening to our bodies during exercise is referenced in each unit. Children are encouraged to put their hand on their heart and talk about what they can feel. We also talk about the importance of drinking water after exercise.</p> <p><i>We also promote regular use of our daily mile track to ensure children understand the importance of regular physical activity on their bodies.</i></p>	<p>I can identify the five types of food that make up a balanced diet and begin to give examples of these. I can talk about in more detail what might happen if I eat too much unhealthy food.</p> <p>I know that if I do not drink enough I will become dehydrated and can feel unwell</p> <p>I know that eating too much sugar can make me unhealthy – I can have problems with my teeth, my health and my fitness.</p> <p>Healthy bodies:</p> <p>Throughout the getset4pe planning sessions, talking to the children about what is happening to our bodies during exercise is referenced in each unit. Children are encouraged to put their hand on their heart and talk about what they can feel. We also talk about the importance of drinking water after exercise.</p>
<p>Healthy, eating, food, unhealthy, clean</p>	<p>Energy, grow, move, diet, hydration, dehydration, sweat, heart</p>	<p>Heart rate, food types, health, fitness, consequences</p>

Acquiring and developing skills - skills and knowledge

EYFS	Year 1	Year 2
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3 and 4 year olds

Continue to develop their movement, balancing, riding and ball skills.

Go up steps and stairs, or climb up apparatus, using alternate feet.

Skip, hop, stand on one leg and hold a pose for a game like musical statues.

Use large-muscle movements to wave flags and streamers, paint and make marks.

Reception

Develop the overall body strength, co-ordination, balance and agility (e.g dance, gymnastics, sport and swimming.)

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

Suggested tools:pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

Fundamentals:

I can run and stop safely.

I can hold a balance on the spot.

I can get both feet in the air when jumping.

I can hop on the spot.

I can begin to skip.

I know that I use big steps to run and small steps to stop.

I Know that moving into space away from others helps to keep me safe.

I know that I can hold my arms out to help me to balance.

I know that I need to bend my knees in order to jump.

Fundamentals:

I can change direction when running.

I can hold a balance for a short length of time.

I can land with two feet when jumping.

I can hop whilst moving in a direction.

I am developing my skipping skills.

I know that bending my knees will help me to change direction.

I know that if I swing my arms it will help me to run faster

I know that looking ahead will help me to balance.

I know that landing on the balls of my feet helps me to land with control.

Hopping: know that I should hop with a soft bent knee.

Skipping: know that I should use the opposite arm to leg when I skip.

Ball Skills:

I can roll and throw with some accuracy towards a target.

I can begin to catch with two hands.

I can catch after a bounce.

I can track a ball with my eyes being sent directly to me.

I can explore dribbling with hands and feet.

Fundamentals:

I can change direction while running at different speeds.

I can hold a balance as part of a sequence of movements.

I can jump for distance controlling the landing.

I can jump for height with a controlled landing.

I can hop along a straight line using the same foot.

I can skip with good control.

Running: I know that putting weight into the front of my feet helps me to stop in a balanced position.

I know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.

Balancing: I know that squeezing my muscles helps me to balance.

Jumping: I know that swinging my arms forwards will help me to jump further.

Hopping: I know that if I look straight ahead it will stop me falling over when I land.

Skipping: I know that I should swing opposite arm to leg to help me balance when skipping without a rope.

Ball skills:

I can roll, throw and kick a ball to hit a target.

I can develop catching a range of objects with two hands.

I can catch with and without a bounce.

I can consistently track and collect a ball being sent directly to me.

I can explore dribbling with hands and feet with increasing control on the move.

Sending: I know that stepping with opposite foot to throwing arm will help me to balance.

<p>I know that I use one foot to hop. I know that if I hop then step that will help me to skip</p> <p>Ball skills: I can send an object with hands and feet. I can explore catching to self and with a partner. I can explore stopping a ball with hands and feet. I can explore dropping and catching with two hands and moving a ball with feet.</p> <p>Sending: I know to look at the target when sending a ball. Catching: I know to have hands out ready to catch. Tracking: I know to watch the ball as it comes towards me and scoop it with two hands. Dribbling: I know that keeping the ball close will help with control.</p>	<p>Sending: I know to face my body towards my target when rolling and throwing underarm to help me to balance. Catching: I know to watch the ball as it comes towards me. Tracking: I know to move my feet to get in the line with the ball. Dribbling: I know that moving with a ball is called dribbling.</p>	<p>Catching: I know to use wide fingers and pull the ball in to my chest to help to securely catch. Tracking: I know that it is easier to move towards a ball to track it than chase it. Dribbling: I know to keep my head up when dribbling to see space/opponents</p>
<p>Jump, hop, run, stop, skip, space, forwards, backwards, throw, roll, team, kick, catch.</p>	<p>Direction, balance, land, safely, fast, gallop, side step, far, aim, send, dribble.</p>	<p>Jog, sprint, speed, dodge, hurdle, steady, overarm, collect, target, underarm, distance.</p>

Applying skills and using tactics - skills and knowledge

EYFS

Reception

Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling- walking- jumping- running- hopping- skipping- climbing

Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

ELG

Negotiate space and obstacles safely, with consideration for themselves and others; -

Demonstrate strength, balance and coordination when playing; -

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Dance:

I can copy basic body actions and rhythms.

I can explore actions in response to music and an idea.

I can give others space when moving around.

I can perform short phrases of movement in front of others.

Actions: I know that I can move my body in different ways to create interesting actions.

Dynamics: I know that I can change my action to show an idea.

Space: I know that if I move into space it will help to keep me and others safe.

Performance: I know that when watching others I sit quietly and clap at the end.

Year 1

Dance:

I can copy, remember and repeat actions to represent a theme.

I can create my own actions in relation to a theme.

I can begin to explore pathways and actions with a partner.

I can perform on my own and with others to an audience.

Actions: I know that actions can be sequenced to create a dance.

Dynamics: I know that I can create fast and slow actions to show an idea.

Space: I know that there are different directions and pathways within space.

Relationships: I know that when dancing with a partner it is important to be aware of each other and keep in time.

Performance: I know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished.

Gymnastics:

I can explore basic shapes straight, tuck, straddle, pike.

I can perform balances making my body tense, stretched and curled.

I can explore barrel, straight and forward roll progressions.

I can explore shape jumps including jumping off low apparatus.

Shapes: I know that I can improve my shapes by extending parts of my body.

Balances: I know that balances should be held for 5 seconds.

Year 2

Dance:

I can remember, repeat and link actions to express an idea.

I can develop an understanding of dynamics.

I can use travelling actions to include levels.

I can work with a partner using unison, matching and mirroring.

I can develop the use of facial expressions in my performance.

Actions: I know that sequencing actions in a particular order will help me to tell the story of my dance.

Dynamics: I know that I can change the way I perform actions to show an idea.

Space: I know that I can use different directions, pathways and levels in my dance.

Relationships: I know that using counts of 8 will help me to stay in time with my partner and the music.

Performance: I know that using facial expressions helps to show the mood of my dance.

Gymnastics:

I can explore using shapes in different gymnastic balances.

I can remember, repeat and link combinations of gymnastic balances.

I can explore barrel, straight and forward roll and put into sequence work.

I can explore shape jumps and take off combinations

Shapes: I know that some shapes link well together.

Balances: I know that squeezing my muscles helps me to balance.

Jumps: I know that looking forward will help me to land with control.

<p>Gymnastics: I can show contrast with my body including wide/narrow, straight/curved. I can explore shapes in stillness using different parts of my body. I can explore rocking and rolling. I can explore jumping safely.</p> <p>Shapes: I know that I can make different shapes with my body. Balances: I know that I should be still when holding a balance. Rolls: I know that I can change my body shape to help me to roll. Jumps: I know that bending my knees will help me to land safely.</p>	<p>Rolls: I know that I can use different shapes to roll. Jumps: I know that landing on the balls of my feet helps me to land with control. Strategy: I know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended.</p>	<p>Strategy: I know that if I use shapes that link well together it will help my sequence to flow.</p>
<p>Move. Copy. Shape. Space, safely, around, travel, sideways, forwards, backwards, over, rock,</p>	<p>Counts, pose, level, slow, fast, balance, action, jump, roll, point,</p>	<p>Mirror, action, pathway, direction, speed, timing, link, tuck, straddle, sequence, star, pike</p>

Summer Term PE

EYFS	Year 1	Year 2
<p>During the Summer term, EYFS children will build on the fundamental skills that they have been practising throughout the year both in PE sessions as well as in their outdoor area.</p> <p>They will do this through careful consideration from staff about which sessions will be the most appropriate to help the children learn to apply these skills in a variety of ways.</p> <p>They will work through the 'games' sessions on getset4pe, choosing the most suitable sessions for their classes needs.</p>	<p>During the Summer term, Year 1 children will build on the fundamental skills that they have been practising both in EYFS and throughout Year 1.</p> <p>They will use these skills through the 'athletics', 'team building', or 'fitness' sessions on out getset4pe platform.</p>	<p>During the Summer term, Year 2 will start to take part in some competitive team games.</p> <p>This will start to prepare them for the KS2 curriculum, as well as using all the fundamental movements they have learnt previously and put them into practise while working as a team.</p> <p>The Year 2 teachers will choose from a range of sports from out getset4pe planning platform for this such as: Net and wall games, sending and receiving, striking and fielding games and target games.</p>