

## Curriculum - Intent

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.

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.

## Key Skills Progression

Year Group	Diet and Hygiene	Acquiring and developing skills	Applying skills and using tactics.	Healthy bodies (year 2 only)	Oracy
EYFS	<b>Physical Development</b> <b>3 &amp; 4 year olds</b> <b>Gross motor skills:</b> 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.				<b>Communication and Language</b> 3 & 4 year olds Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Use longer sentences of four to six words.

	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p><b>Fine motor skills:</b>          Use one-handed tools and equipment, for example, making snips in paper with scissors.          Use a comfortable grip with good control when holding pens and pencils.          Start eating independently and learning how to use a knife and fork.          Show a preference for a dominant hand.</p> <p><b>Reception:</b>  <b>Gross motor skills:</b>          Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling- walking- jumping- running- hopping- skipping- climbing</p> <p>Develop the overall body strength, co-ordination, balance and agility (e.g dance, gymnastics, sport and swimming.)</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>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><b>Fine motor skills:</b></p>	<p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Reception          Understand how to listen carefully and why listening is important.          Learn new vocabulary.          Use new vocabulary through the day          Ask questions to find out more and to check they understand what has been said to them          Articulate their ideas and thoughts in well-formed sentences          Connect one idea or action to another using a range of connectives          Describe events in some detail          Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p><b>ELG: Listening, Attention and Understanding</b>          Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;          Make comments about what they have heard and ask questions to clarify their understanding;          Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>ELG: Speaking</b>          Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;          Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;          Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses</p>
--	--	---

	<p>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.</p> <p><b>ELG-Gross motor skills</b>  <b>Children at the expected level of development will: -</b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others; -</li> <li>• Demonstrate strength, balance and coordination when playing; -</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>ELG: Fine Motor Skills</b>  <b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>			<p>and making use of conjunctions, with modelling and support from their teacher.</p> <p>running jumping dancing hopping skipping climbing balance</p>
Year 1	<p>I understand that food is a basic requirement and is needed to keep us healthy and give us energy to grow.</p>	<p>I can hold a balance whilst walking along a straight line.</p> <p>I can zig zag through a series of markers spaced evenly, about 2 metres apart.</p>	<p>I can link skills and actions in different ways to suit different activities.</p> <p>I can establish sequences of actions and skills which have a clear beginning, middle and ending.</p>	<p>(from Key Progression Skills for Writing)</p> <p><b>Talking to others</b></p> <ul style="list-style-type: none"> <li>• Share feelings</li> <li>• Talk in an audible voice that is understood by others</li> <li>• Keep in mind the listener</li> </ul> <p><b>Talking with others</b></p> <ul style="list-style-type: none"> <li>• Engage with the speaker, listening attentively</li> </ul>

		<p>I can hop on the spot using the same foot.</p> <p>I can jump for distance.</p> <p>I can jump for height.</p> <p>I can catch a bean bag.</p> <p>I can throw a small ball underarm, using the correct technique.</p>			<ul style="list-style-type: none"> <li>Engage with others, taking turns</li> </ul> <p><b>Talking imaginatively</b></p> <ul style="list-style-type: none"> <li>Play imaginatively, acting out characters using everyday language</li> <li>Notice different ways of speaking</li> <li>Experiment with ways to express meaning</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Use every day/key words</li> </ul> <p>sequence</p> <p>zig zag</p> <p>beginning</p> <p>middle</p> <p>ending</p> <p>underarm</p>
Year 2	<p>I can identify the five types of food that make up a balanced diet and begin to give examples of these.</p>	<p>I can zig zag through a series of tightly spaced markers .</p> <p>I can hop along a straight line using the same foot.</p> <p>I can jump for distance controlling the landing.</p>	<p>I can structure sequences of actions and skills in different orders to improve performance. (For example: speed, direction, level.)</p>	<p>I can identify ways I can increase my own body protection.</p>	<p>(from Key Progression Skills for Writing)</p> <p><b>Talking to others</b></p> <ul style="list-style-type: none"> <li>Talk about experiences</li> <li>Vary talk to engage listeners</li> <li>Choose words and gestures for different situations</li> </ul> <p><b>Talking with others</b></p> <ul style="list-style-type: none"> <li>Listen and respond to a speaker</li> <li>Make helpful contributions in a discussion</li> </ul> <p>Talking imaginatively</p> <ul style="list-style-type: none"> <li>Adapt speech and gestures for different roles and scenarios</li> </ul>

		<p>I can jump for height with a controlled landing.</p> <p>I can catch a small ball.</p> <p>I can throw a small ball overarm, using the correct technique.</p>			<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Use some adventurous words</li> </ul> <p>speed</p> <p>direction</p> <p>level</p> <p>control</p> <p>stamina</p> <p>overarm</p> <p>healthy</p>
--	--	--	--	--	--