



Physical Education

Locks Heath Infant School

2021 –2022



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Intent

Locks Heath Infant School recognises the value of Physical Education. It offers an ambitious and inclusive physical education curriculum which challenges all pupils to learn and develop new physical skills, problem solve, work alongside others, compete fairly against their peers and build their self esteem and become successful learners. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness and gives children an understanding of the benefits of physical activity. Opportunities to compete in sport and support others in the role of 'Sports Leader' help to build character and embed the schools Learning Values 'Working Together' and 'Never Giving Up'.

Our aim is to ensure all children enjoy and are engaged in Physical Education and Sport. Through Physical Education we aim to develop the children's knowledge, skills and understanding, so that they can perform with increasing confidence and competence in a range of physical activities. We aim to improve health and well-being, promote active participation and lifelong learning, and for each child to fulfil their potential. We aim to ensure that the children's experience of Physical Education is positive and motivating and that children's attitudes to a healthy lifestyle are firmly embedded in our curriculum.

National Curriculum

Key stage 1 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.



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Implementation

P.E. is taught at Locks Heath Infant School as an area of learning in its own right, as well as being integrated where possible with other curriculum areas. Each child receives 2 hours of curriculum time for PE on a weekly basis which is carefully planned and mapped out to ensure a broad and full range of skills and activities. Children participate in well resourced lessons inside and outdoors and in KS1 develop water safety and swim once every two weeks.

Pupils in Early Years are given the opportunity to develop their gross motor skills through carefully planned lessons incorporating activities and suggestions from the NHS School Therapy Pack. During the first year at school pupils are given ample opportunities to develop their fundamental movement skills and extend their agility, balance and coordination as well as their spatial awareness.

Pupils in KS1 build on the skills and knowledge from the previous years and continue to strengthen their gross motor development. Pupils take part in a well balanced curriculum in order to develop their knowledge and skills as indicated by the 2014 National Curriculum. Pupils develop their knowledge of Gymnastics, Dance, Invasion Games, Net and Wall, Athletics and Strike and Field. Pupils develop their knowledge and confidence in the water with lessons led by a fully qualified swimming teacher. Children learn life long skills to keep safe in the water and basic swimming strokes enabling them to swim independently over a short distance.

The varied curriculum is designed to enable all children to enjoy physical activity and to experience success in sport. All children have the opportunity to participate in PE at their own level of development, with teachers ensuring that lessons cater for individual needs. They experience positive competition and developing an understanding of good sporting attitudes. Children learn in a safe environment and have a foundation for lifelong physical activity.

In addition to PE in curriculum time, we also strive to provide opportunities for children to access extracurricular physical activity through a wide range of sporting and active clubs such as: multi sports, football and gymnastics. We also encourage active playtimes through the Sports Leaders and sports coaches to act as positive role models.



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Impact

Our curriculum aims to improve the wellbeing and fitness of all pupils at Locks Heath Infant School; not only through the sporting skills taught, but through the underpinning values and disciplines that PE promotes. We ensure that our PE curriculum is progressive and allows children to develop fundamental skills and apply them to a variety of sports and activities. All children are provided with the necessary skills and given opportunities to demonstrate improvement to achieve their personal best. We help motivate children to participate in a variety of sports through quality teaching that is engaging and fun. From our lessons, our children learn to take responsibility for their own health and fitness, many of whom also enjoy the success of competitive sports. We equip our children with the necessary skills and a love for sport. They will hopefully grow up to live happy and healthy lives utilising the skills and knowledge acquired through PE.



Physical Education – Curriculum Coverage Year 1

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Weekly lesson	Indoor: Gymnastics * Star, straight and tuck balances * Travelling in different ways * Egg, dish, log rolls * Front support and wheelbarrow * Creating a sequence linking skills learned.	Indoor: Dance * Using streamers to make shapes * Combining streamers and body movements * Working with a partner and small group * Moving at different speeds, patterns and pathways * Moving with expression.	Indoor: Dance * Creating a motif with spins and jumps * Listening and moving in time to music * Working in unison * Improvising * Creating a canon * Mirroring a partner * Creating a sequence working as a group, in a pair and on their own * Evaluating, giving feedback and improving work	Indoor: Gymnastics * Setting up apparatus safely * Bouncing and jump * Travelling in different ways * Travelling at different speeds and levels * Straight, star and tuck jumps * Log, egg, teddy rolls * Developing skills onto apparatus	Outdoor: Athletics * Moving at different speeds * Changing speed and pathways * Sprinting in a straight line * Changing directions * Travel with a football * Stop and change direction with a ball.	Outdoor: Athletics * Skills for jumping high and for distance * Jumping in different ways including hopscotch * Landing safely * Over and underarm throwing * Hold and throw a javelin
'MUGA' lesson	Outdoor: Invasion games * Travelling in different directions. * Changing directions * Travelling while pushing the ball with your foot * Travelling while bouncing the ball with your hands * Changing direction while travelling with the ball	Outdoor: Invasion games * Passing a ball to another player by bouncing * Passing the ball to another player by kicking * Scoring points * Accurately passing and catching	Outdoor: Net and wall * Throwing, bouncing and catching the ball * Throwing and bouncing the ball to a partner * Throwing underarm * Aiming for a target * Holding a tennis racket * Hitting the ball with a tennis racket	Outdoor: Net and wall * Controlling the ball with a tennis racket * Throwing the ball and hitting the ball with a racket * Mini rally using your hand as a racket	Outdoor: Strike and field * Holding and controlling a tennis racket * Hitting a ball to a partner * Hitting a ball at a target	Outdoor: Strike and field * Holding a cricket bat correctly * Pushing and hitting a ball with a cricket bat * Rolling a ball and hitting it back * Different roles – batter, fielder, bowler



Physical Education – Curriculum Coverage Year 2

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Weekly lesson	Indoor: Gymnastics * Balancing, rolling, jumping * Creating a sequence and matching a partner * Applying sequences to apparatus	Indoor: Dance * Rolling at different speeds and directions * Moving in response to a stimuli * Create a motif using imaginary props * Using expression in movements and in reaction to movement * Moving in time to a rhythm and steady beat	Indoor: Gymnastics * Combing rolls and body shapes to make a sequence * Jumping off of a springboard * Making and moving in a bridge shape, * Building skills for a handstand * Composing a sequence * Starting and finishing positions * Evaluating	Indoor: Dance * Use straight, curved and zig-zag pathways * Twist and twirl in a controlled way. * Create a movement sequence with contrasting movements * Use appropriate expressions to match movements * Working in unison and alternating with a partner * Reverse movement sequences	Outdoor: Athletics * Moving in different ways * Using arms to improve speed * Improving speed when sprint racing * Racing over obstacles * Improving speed when running over obstacles	Outdoor: Athletics * Jumping for height and distance * Combining jumps for distance * Underarm and overarm throwing * Push and pull overarm throwing * 1 handed pull throwing * Improving distance when throwing a javelin
'MUGA' lesson	Outdoor: Invasion games * Dribbling a ball * Dodging and finding space * Pass and receive a ball with your foot and hands * Under and over arm throw	Outdoor: Invasion games * Attacking and defending * Marking an opponent * Shooting at a target * Working as part of a team	Outdoor: Net and wall * Under and over arm throwing * Aiming for a target * Rallying with a partner * Returning the ball using a forehand shot	Outdoor: Net and wall * Throwing and catching over a barrier * Returning the ball over a barrier * Simple rally using rackets over a barrier	Outdoor: Strike and field * Hitting a ball with a tennis racket. * Underarm throwing and return the ball with a racket * What a tactic is * Using tactics to hit into space	Outdoor: Strike and field * Hitting a ball with a cricket bat * Rolling a ball and returning using a cricket bat * Overarm throwing for fielding * Improving skills of batters, fielders and bowlers



Physical Education - Progression of Skills

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	Gymnastics	Dance	Invasion Games	Net and Wall	Strike and Field	Athletics
E Y F S	To jump off an object and land appropriately. To Travel with confidence and skill around, under, over and through balancing and climbing equipment.	To experiment with different ways of moving. To begin to use anticlockwise movement and retrace vertical lines.	To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	To show increasing control over an object in pushing, patting, throwing, catching or kicking it. To show a preference for a dominant hand.	To demonstrate good control and co-ordination in large and small movement.	To negotiate space successfully when racing, adjusting speed.

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

Progress towards a more fluent style of moving, with developing control and grace.

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

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.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Combine different movements with ease and fluency.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.

Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Develop the foundations of a handwriting style which is fast, accurate and efficient.

Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes

Year 1	<p>To explore gymnastic actions and shapes – straight, tuck, star.</p> <p>To link combinations of movements and shapes with control.</p> <p>To combine movements with different ways of travelling.</p> <p>To move between mats and small apparatus safely.</p> <p>To develop balance, agility and co-ordination of travelling, stillness, jumping, timing, changing shape, size, and direction.</p>	<p>To explore movements and actions.</p> <p>To perform basic phrases that change direction, level and speed.</p> <p>To show a clear starting and finishing position.</p> <p>To explore basic body patterns and movements to music.</p>	<p>To explore different ways of using a ball.</p> <p>To explore different ways to send a ball.</p> <p>To pass and receive a ball with increased control.</p> <p>To travel in different directions – side to side, forwards and backwards.</p> <p>To develop simple attacking and defending techniques.</p>	<p>To pass and receive a ball in different ways with a partner.</p> <p>To participate in team games involving sending and receiving a ball.</p> <p>To show control and accuracy with the basic actions for underarm throwing and striking a ball.</p> <p>To understand the concepts of aiming and hitting into space.</p>	<p>To be confident and safe in the spaces used to play games.</p> <p>To pass and receive a ball in different ways with control and increased accuracy.</p> <p>To perform fielding techniques with increased control and co-ordination</p> <p>To move fluently by changing direction and speed easily and avoiding collisions.</p> <p>To show control and accuracy with the basic actions for underarm throwing and striking a ball.</p>	<p>To practise short distance running.</p> <p>To explore different methods of throwing.</p> <p>To change speed when running.</p>
Year 2	<p>To develop short sequences on their own.</p> <p>To form simple sequences using the floor and apparatus.</p> <p>To have a clear start, middle and end.</p> <p>To explore ways of travelling around on large apparatus.</p> <p>To develop balance, agility and co-ordination. of travelling, stillness, jumping, timing, changing shape, size, direction</p> <p>To describe what they have done and what they have seen.</p> <p>To say when a movement or skill is performed well.</p>	<p>To compose, remember and repeat simple dance phrases.</p> <p>To develop a range of dance movements and improve timing.</p> <p>To dance to music, creating movement that shows rhythm and control.</p> <p>To evaluate and improve a dance performance by recording and viewing their rehearsals.</p>	<p>To understand and use the best way of passing a ball.</p> <p>To pass and receive a ball in different ways with control and increased accuracy</p> <p>To understand and develop tactics for attacking and defending.</p> <p>To recognise the best ways to score points and stop points being scored.</p> <p>To develop catching and dribbling skills.</p>	<p>To pass a ball accurately to a partner over a variety of distances.</p> <p>To pass and receive a ball in different ways with control and increased accuracy.</p> <p>To use their skills to play end to end games, games over a barrier.</p> <p>To perform a range of rolling, throwing, striking and catching skills with control.</p> <p>Talk about what they have done and how they did it.</p>	<p>Choose, use and vary simple tactics.</p> <p>Pass and receive a ball in different ways with control and increased accuracy.</p> <p>Perform fielding techniques with increased control and co-ordination.</p> <p>Perform a range of rolling, throwing, striking and catching skills with control.</p> <p>Work as a team and react to situations in a way that helps their team, making it difficult for an opponent.</p>	<p>To run with agility and confidence.</p> <p>To learn the best jumping techniques for distance.</p> <p>To throw different objects in a variety of ways.</p> <p>To hurdle an obstacle and maintain effective running style.</p> <p>To complete an obstacle course with control and agility.</p>

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perform dances using simple movement patterns