

Progression in PE at Thurnham CE Infant School through an Empowering Curriculum

"At Thurnham our Empowering Curriculum will give pupils the key skills that they need to flourish; Brain Power, Resilience and Independence."

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

National Curriculum 2014

EYFS	YEAR 1	YEAR 2
<p>DEVELOPMENT MATTERS PHYSICAL DEVELOPMENT: EARLY LEARNING GOALS (ELG) Moving and Handling Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p>Health and Self Care Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p>	<p>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.</p> <p>Across the Key Stage pupils should be taught to:</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 for attacking and defending □ perform dances using simple movement patterns. <p>At Thurnham we break these down so that pupils build upon their prior learning and develop their skills as they move through the Key Stage.</p> <p>We use PASS plans and adapt and develop them to meet the needs of our pupils.</p>	

EYFS Curriculum and Skills Progression.

Upon entry to school, one of our main concerns was the number of children who need to develop core strength. We will need to plan in the opportunity for Gross Motor movements, to help develop the strength and movements. We have been doing Yoga, morning running sessions, activities such as using brooms, which will build on children's strength and core muscles. This will be fundamental for the children to later be able to write. Additionally, we will monitor the children's fine motor skills, as we are aware that they will have missed vital 'pre-writing skills' at pre-school. We will plan in fine motor provision, and Clever Fingers opportunities. Data will be analysed to check the impact, and we will adapt teaching and provision as needed to close gaps. The children should still be able to have coach led sessions from Term 5, providing restrictions are not changed. The children will have their Cycle Ready sessions in November.

Health and Self Care will be very important this year. We are fortunate that as this is the children's first year at school, they don't know that anything is different. We need to be mindful of teaching the children about self-care, with a focus on washing hands, not being too close, cleaning equipment etc., however, not making the children anxious about the virus. We will therefore have a focus on 'good habits', e.g. regular hand washing, covering our mouths when coughing, sneezing into tissues etc. The children will also learn about bubbles and social distancing, but in an age appropriate and calm way. They will understand that it is good for us to clean equipment and that not all equipment will always be available.

<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
<p>CHILDREN WILL BE TAUGHT TO: Move freely using suitable spaces and speed. Draw lines and circles. Hold a pen correctly. Understand their own needs hunger/toilet/personal hygiene. Dress with support. Know equipment needs to be used safely.</p>	<p>CHILDREN WILL BE TAUGHT TO: Move freely in a variety of different ways. Use scissors and other tools safely. Show a dominant hand. Make anticlockwise movement. Understand the need for varied and healthy food.</p> <p>BEAM ASSESSMENTS</p>	<p>CHILDREN WILL BE TAUGHT TO: Stand on one foot. Catch a ball. Write some letters and copy their name. Experiment moving in different ways on equipment and jump landing safely. Manage own risk assessment. Help to put away equipment correctly.</p>	<p>CHILDREN WILL BE TAUGHT TO: Demonstrate increasing control over objects. Use tools to change to materials. Move confidently. Use safety measures without direct supervision.</p> <p>(Supervision will need to be in place to start with).</p>	<p>CHILDREN WILL BE TAUGHT TO: Demonstrate good control and co-ordination in large and small movement. Understand the importance for good health of physical exercise, healthy diet and talk about different ways to keep healthy and safe.</p>	<p>CHILDREN WILL BE TAUGHT TO: Participate in Sports day and physical activities that are included within this using a variety of equipment, taking turns and celebrating other's successes.</p>

Key Stage 1 Curriculum and Key Skills Progression

Year 1 will recap the Year R curriculum of fundamental skills in term 1 to ensure they are ready to start on other areas within the year 1 curriculum.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
PASS COACH	PASS Travelling (Year R)	PASS Gymnastics Unit 2	Fitness	Games Sending and receiving with Hands	Tennis	Athletics
	As the current cohort did not cover fundamental movement skills during the EYFS stage we will cover this in Term 1 as these skills will be a prerequisite to meet the PE objectives in Year 1 to do this with Mr D	To explore rocking on different body parts and in different directions To explore different jumping patterns To explore jumping using apparatus To combine travelling, balancing and jumping on the floor To combine travelling, balancing and jumping onto apparatus	I can explore ways in which to warm up and cool down. I can take part in activities to develop healthy muscles and bones I can explore running for different lengths of time I can explore running styles I can improve running styles over longer distances I can begin to set distance targets while running for a length of time	I can explore rolling and trapping a ball with hands. I can understand the importance of aiming when throwing underarm. I can throw underarm in different directions when playing games. I can explore throwing in different ways. I can explore throwing a rugby ball in different ways. I can develop how I pass and move into space.	I can be able to adopt the ready position when receiving a ball I can hit a ball back to my partner using my hand I can develop hand eye co-ordination in tennis activities I can further develop hand eye coordination I can hit a ball using a racquet back to my partner (forehand shot) I can hit a target using a ball and tennis racquet	I can explore running in different ways I can develop our ability to run for given periods of time without stopping I can learn how to jump in different ways and land safely I can learn how to Jump over obstacles safely I can use different throwing actions to throw as far as you can I can improve accuracy of throwing at targets I can learn how to take part in team relay's
	Gymnastics unit 1	Teacher led Travelling with equipment	Dance	Striking and Fielding	Sending and receiving (feet)	

<p>I can travel in different ways high and low and combine them with turns I can recognise and copy different body shapes I can hold still positions on large and small body parts I can link balances and travelling movements together I can adapt floor work safely onto apparatus I can travel in different ways under, through and over apparatus. I can travel in different ways towards and away from apparatus I can explore using push and pull actions to slide I can explore rocking on different body parts and in different directions I can select and link ways of rocking and rolling I can explore a variety of take offs and landings</p>	<p>To explore travelling and changing direction with equipment To move a ball with my hands To explore travelling with the ball at my feet Travel with a stick and ball Travel and use space in games Explore ways to outwit a player</p>	<p>I can copy actions to represent a character I can copy and lead puppet actions I can use our bodies creatively when puppets are free I can travel in different directions with a partner and small group I can use pictures to create actions to match a character. I can perform dances and watch others to comment on their performance.</p>	<p>To develop ways of rolling and stopping a ball To improve my ability to throw and catch under arm To develop my ability to strike a v=ball with a bat To improve my ability to hit a ball with hands and rackets To take part in throwing and rolling games and aiming at targets To take part in a small sided striking and fielding games</p>	<p>Develop how I pass and trap a ball with my feet Improve how I pass and stop the ball with feet and move into a space To learn how to pass a ball with a stick Develop knowledge of attacking skills (feet/sticks) Develop knowledge of defending skills (Feet/sticks) Take on the role of an attacker and defender in games.</p>	
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	I can combine travelling, balance and jumping I can combine travelling, balance and jumping on apparatus					
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Year 2

Year 2 will start with their current curriculum but will assess and see if there are gaps for the next term and then this will change accordingly.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
PASS COACH	Travelling with equipment	Dance	Gymnastics Unit 2	Games 3 Sending and receiving with feet and stick	Athletics	Tennis
	To travel at different speeds and in different directions. To move and stop a ball with hands accurately To develop my ability to dribble with hands Keep control of the ball when dribbling with feet To improve control when dribbling with stick and ball To improve knowledge of basic attacking and defending tactics	I can select poses and actions to represent a character I can improvise an idea and show responses to a stimulus or music. I can work with a partner to link actions together. I can explore different levels, directions and speeds. I can explore different methods of travelling in dance and create a travelling sequence I can work cooperatively with a	To explore different ways of rolling and rocking To improve rocking and rolling To learn how to perform a forward roll To develop jumping to show shapes in the air To explore how one movement can link with another smoothly To compose a short sequence of 3+ movements and to comment on what you see To transfer a sequence of linked movements onto apparatus	I can improve how I push pass using stick and ball I can improve ability to keep the ball I can improve how I pass and trap a ball with feet I can develop how I mark a player I can develop our ability to shoot at targets I can use basic attacking and defending tactics in games	I can improve ways of stopping a ball rolled along the floor. I can improve my ability to throw and catch underarm I can improve my ability to strike a ball in cricket I can improve my ability to strike a ball using other bats/rackets I can improve accuracy at throwing at targets and develop overarm technique I can develop basic fielding techniques in games	I can hold a tennis racket correctly when sending a ball along the ground I can hit a bouncing ball with a tennis racket (forehand shot) I can develop hand eye co-ordination in tennis activities I can return a ball before it bounces using a tennis racket (volley shot-no bounce) I can perform a serve

		group to create a dance phrase I can observe others and make comment about what you see and suggest improvements			I can take part in small sided cricket games abiding by rules	
	Gymnastics	Yoga	Fitness		Games 4 Striking and fielding	
	I can explore travelling with low and high movements I can explore travelling patterns in different directions I can link travelling and balance movements together I can travel and balance high to low and low to high on apparatus I can create and perform balances and travelling actions with a partner I can perform and adapt paired sequences to include apparatus	To copy and repeat yoga poses To develop an awareness of strength when completing yoga poses To develop and awareness of flexibility To develop balance.	I can identify why physical activity is good for me I can hold balances still I can repeat dynamic balances I can repeat tasks, showing control I can perform continuous activity skills		I can improve ways of stopping a ball rolled along the floor. I can improve my ability to throw and catch underarm I can improve my ability to strike a ball in cricket I can improve my ability to strike a ball using other bats/rackets I can improve accuracy at throwing at targets and develop overarm technique I can develop basic fielding techniques in games I can take part in small sided cricket games abiding by rules	