



# Curriculum Overview PE



# Intent

## We teach PE:

- To encourage children to work and play with others in a range of physical activities
- To enable the children to perform and build on the taught skills
  - To show children how to improve taught skills
    - To lead healthy, active lives
- To teach the children to recognise and describe how their bodies feel during exercise
  - To develop an enjoyment of physical activity
- To enable children to develop and explore physical skills with increasing control and co-ordination
- To provide opportunities to educate and inspire children to become physically active.

## Our curriculum aim is:

To inspire all children to create a positive relationship with physical activity for life. It should support children in developing their resilience, confidence and independence and lead a healthy and active lifestyle, helping them to understand how to keep physically and mentally healthy.



## How is PE taught at Heatherside Infants?



PE is taught as an area of learning in its own right, as well as integrated where possible with other curriculum areas. Across all year groups we use the Get Set for PE scheme where each KS1 class has at least 2 sessions of high quality PE a week. In addition to this, Year R and Year 1 have access to outdoor learning sessions which include physical activities. Year R have regular small group physical sessions in the Autumn Term and whole class PE sessions from the Spring term. Staff at playtimes and lunch breaks, encourage physical activities and co-ordinate a range of playground games.

At Heatherside Infant School we offer a broad and balanced PE curriculum including dance, gymnastics and games. We also offer a wider range of activities due to long standing community links to provide extra sports including judo in and hockey. We have enhanced our outdoor areas with climbing equipment, bikes, and PE equipment as well as playground markings. These provide opportunities for further development of core strength and coordination therefore, encouraging healthy active living. We also offer a range of after school clubs to progress skill development and links to local community clubs, promoting an active lifestyle.

During the summer term our children all partake in our sports morning where children earn points for their House team. As well as this our Year 1s join Fleet Infants year 1s to take part in our World Sports day which is based on the ethos of the Olympics. The children work together to earn points for their Olympic countries. This aims to promote engagement working in a team and embedding the school values of Togetherness, Respect, Integrity, Kindness, Creativity and Resilience.



# Vocabulary

Theme / area	Year R	Year 1	Year 2
<b>Dance</b>	spatial awareness, co-ordination, balance, body, breathing, high, low	performance, movement, sequence of ideas, rhythm, beat, keeping time with the beat, resilience, create, co-operation, weaving, ribbons, co-operation, co-ordination, rhythm, beat,	Balance, core, counter balance, stability, posture, performance, movement, sequence of ideas, rhythm, beat, keeping time with the beat, resilience, create, co-operation,
<b>Gymnastics</b>	heartbeat, how does their body feel after exercise? muscles	5 shapes – star, straight, pike, straddle and tuck. Balance, co-ordination, sequence of movements, beginning, ending, hold shapes for 5.	shapes – star, straight, pike, straddle, tuck, dish, arch, back support, front support. Balance, co-ordination, sequence of movements, beginning, ending, hold shapes for 5.
<b>Athletics</b>	Exercise helps our bodies! Making healthy choices, start stop, change direction	Change of speed, change direction, Run walk, speed	Run, sprint, jog, walk, speed, rules, taking turns,
<b>Ball skills- sending and receiving Striking and fielding Invasion skills Hockey</b>	strength, balance, passing, aiming sending, receiving, throwing and catching, kicking, rolling, batting, passing, aiming, strength, balance,	stick, ball, tackle, aiming, passing, defend, core strength, attack, passing, team spirit, being a good loser, encouraging others under arm throw, keeping an eye on the ball	stick, ball, tackle, defend, core strength, sending, receiving, aiming, passing, co-ordination, being a good loser, encouraging others under arm throw, keeping an eye on the ball
<b>Multi skills Judo</b>	spatial awareness, co-ordination, balance, body, breathing, high, low		



# Progression map / end points

KS1	Year 1	Year 2
<b>Healthy body and mind (learning for life)</b>	<ul style="list-style-type: none"> <li>• Awareness of body changes before, during and after exercise.</li> <li>• Awareness of how exercise is important for a healthy body and lifestyle.</li> <li>• Awareness of how exercise can help support our mental wellbeing.</li> <li>• Understanding the importance of exercise and sport in social environments.</li> </ul>	
<b>Dance</b>	<ul style="list-style-type: none"> <li>• Move to the rhythm of the music and count the beats</li> <li>• Following moves (both from teacher and each other)</li> <li>• Creating a simple dance that can be repeated</li> <li>• dance in their personal space and in the wider space;</li> <li>• mirror movements;</li> <li>• introduce to simple movement patterns</li> <li>• choose movements to add together to make a dance;</li> <li>• talk about how music and dancing makes them feel;</li> <li>• say what they like about their own and other's movements;</li> <li>• use movement to communicate feelings;</li> <li>• perform basic actions like: turning, rolling, jumping, travelling, making a shape and holding it;</li> <li>• work on their own and with a partner or a group</li> <li>• Perform for an audience and give feed back to their peers</li> <li>• Follow instructions as a group</li> <li>• Create a dance together</li> <li>• Begin to use co-ordination during a dance</li> <li>• Working collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>• Dance alone</li> <li>• Dance with a partner</li> <li>• Dance in a group</li> <li>• move at high, low and medium levels; • move at fast, slow and intermediate speeds;</li> <li>• make shapes at high, medium and low levels; reverse their pathway;</li> <li>• improvise different ideas;</li> <li>• demonstrate movements;</li> <li>• lead a group in movement in response to stimuli;</li> <li>• remember simple movement patterns and improve them;</li> <li>• move smoothly between basic actions and movement patterns;</li> <li>• say how they or someone else could improve their dance</li> <li>• Say how a piece of music makes them feel</li> <li>• Follow a set of instructions with a group</li> <li>• Work together to perform a dance</li> <li>• Perform a dance as a group/ class</li> </ul>



# Progression map / end points

KS1	Year 1	Year 2
<b>Gymnastics</b>	<p>Floor Gym using mats, benches, arches, spots and other low apparatus)</p> <ul style="list-style-type: none"><li>• To explore 5 basic shapes being held for 5: tuck, star, straight, pike, straddle</li><li>• To move confidently and safely in their own space using change of speed and directions</li><li>• Copy or create and link movement phrases with a beginning, middle and end</li><li>• Perform movement phrases using a range of body actions and body parts</li><li>• Watch, copy and describe what others have done</li><li>• Applying skills to low apparatus</li></ul> <p>With large apparatus</p> <ul style="list-style-type: none"><li>• Using the large apparatus including wall bars, beams, horses, A frames, ropes and all low apparatus to develop skills stated above.</li></ul>	<p>Continue to large apparatus including wall bars, beams, horses, A frames, ropes and all low apparatus to further develop the following:</p> <ul style="list-style-type: none"><li>• Remember, repeat and link combinations of gymnastic actions using body shapes and balances</li><li>• Begin to move using more control and precision</li><li>• Choose, use and vary simple compositional ideas in the sequences they create and perform</li><li>• Improve their work using information they have gained from watching, listening and investigating</li></ul>
<b>Net and wall games</b>	<p>Lunch time sessions throughout the year. Scoop and balls available during lunch break</p>	



# Progression map / end points

KS1	Year 1	Year 2
<b>Fundamental movement skills</b>	<ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing, catching as well as developing balance, agility and co-ordination</li> <li>• Begin to apply the above in a range of activities</li> <li>• Participate in team games, developing simple tactics for attacking and defending</li> </ul>	
<b>Invasion games</b>	<ul style="list-style-type: none"> <li>• Introduction to a variety of sports, and basics to invasion games</li> </ul>	<ul style="list-style-type: none"> <li>• Progressing in their ability to participate in simple team games</li> <li>• Developing accuracy when passing</li> <li>• Using some basic rules to develop simple tactics for attacking and defending</li> </ul>
<b>Athletics</b>	<ul style="list-style-type: none"> <li>• To run at different speeds</li> <li>• Jump from a standing position</li> <li>• Jump over low barriers</li> <li>• Perform a variety of throws with basic control</li> <li>• Begin to understand correct vocabulary</li> <li>• Throw into a target</li> <li>• Master basic movements including running, jumping, throwing, catching as well as developing balance, agility and co-ordination</li> <li>• Begin to apply the above in a range of activities</li> <li>• Participate in team games, developing simple tactics for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>• Change speed and direction whilst running</li> <li>• Jump from a standing position with accuracy</li> <li>• Throw with increasing accuracy into a target (distance or direction)</li> <li>• Show control with take-offs and landing</li> <li>• Perform a variety of throws with control and co-ordination eg: rolling, underarm, overarm</li> <li>• Understand correct vocabulary in context</li> </ul>
<b>Striking and fielding games</b>	<ul style="list-style-type: none"> <li>• Explore skills and space</li> <li>• Travel in different ways, including running and jumping</li> <li>• Watch, copy and describe what others do</li> <li>• Receive a ball with basic control</li> <li>• Begin to develop hand eye co-ordination</li> <li>• Participate in simple games</li> </ul>	<ul style="list-style-type: none"> <li>• Remember and repeat series of moves</li> <li>• Send a ball to others in a range of ways including rolling and passing</li> <li>• Change speed and direction when running</li> <li>• Jump from a standing position with accuracy</li> <li>• Send and receive a ball in different ways with control</li> <li>• Have some understanding of what tactics are including attacking and defending and begin to use appropriate vocabulary</li> <li>• Understand basic feedback</li> </ul>



# Progression map / end points

Year R EYFS	Physical skills	Creativity	Co-operation and reflectiveness	Health/ fitness and well being	Resilience
<b>Daily</b> <b>Canopy sessions</b>	To provide opportunities for children to be active and interactive.	To respond to different stimuli and environments to develop movement.	To speak and listen in a range of situations	To be encouraged to make healthy choices in relation to food.	To develop a positive sense of themselves and others.
<b>Playground</b> <b>Physical sessions</b>	To develop co-ordination and control of their movements.	To take part and share their ideas and feelings through a variety of activities during dance, music and movement sessions.	To have respect for others and build positive relationships.	To be taught the importance of being physically active.	Children will be helped to manage their feelings.
<b>Bikes</b> <b>Balance bars</b>	To complete simple tasks and activities.	To take part and share their ideas and feelings through a variety of activities during dance, music and movement sessions.	To develop social skills when working in groups	To be taught to wear appropriate clothing when being physically active and ways to keep safe during activities	To develop confidence in their own ability.
<b>Weekly</b> <b>Introduction to Multi skills Judo</b>	To explore changes in speed, direction, body shapes and levels whilst avoiding others	To develop in confidence and skills when expressing themselves.	To adapt their activity through peer feedback		To adapt their activity through peer feedback