



Physical Education at St James CE Infant and Nursery School

This document's intention is to set out the PE Curriculum offer at St James' C of E Infant and Nursery School. Our tailored curriculum is designed to provide our children with the skills and values needed to develop not only their physical ability but also the values that would be encouraged as they enter adulthood.

With the skills and values implemented across the curriculum through its design and delivery, we strive to ensure that when children leave St James', they are physically literate and have a set of core values, which will have a long-lasting impact upon the way they apply themselves within physical exercise, recreation, sport, mental wellbeing, health, nutrition and the wider aspects of life in the future.

Each year group has designed a Curriculum Overview, which is tailored to fit their own year group Curriculum Map. We have used, and are still using, the 'Get Set for PE' and the 'Pillars of PE' from OFSTED research to support the mapping of this. Get Set FOR PE is used also to assess the children, which allow teachers and the PE Subject Leader to track children within each year group to ensure provision, fits the needs of individual children.

The INTENT of our PE Curriculum Map

Using our tailored curriculum design and teaching and learning policy, the intention of our St James' approach is to provide each child with the skills and opportunities to meet the National Curriculum/Early Years end of key stage statements. Our intent is shown below:

Early Years – The intent in our Foundation Stage is to focus on developing gross and fine motor skills.

To do this we use the Nursery and Reception Planning in Get Set for PE, alongside Development Matters. Class teachers deliver this alongside a range of County approved Sport's Coaches. We feel that the skills taught by the scheme and the coaches, along with opportunities to develop a wider range of

physical skills, will ensure they are ready for KS1 PE. The children are assessed against the Early Learning Goals and Get Set for PE assessments at the end of the year, which then means that Year 1 teachers can plan and adapt their PE offer to specifically cater for their new pupils.

During Key Stage 1 – The intent is that children will develop their knowledge in using simple tactics in game type activities and creating sequences of movement in gymnastic and dance type activities. This is taught using Get Set for PE and working with coaches. The learning the children receive through the different categories of games leads to playing in different sporting activities/events organised through local school clusters and based at the local secondary school. It also enables them to represent the school in local festivals such as ‘U Dance’ and Gymnastics competitions.

End of Key Stage 1 – The intent at the end of KS1 is to assess the children again using Get Set for PE. This will indicate the impact on their performance of their FMS and which skills they have mastered. This information will be shared with the Year 3 teacher during transition meetings.

Progression through our PE Curriculum

The progression of our PE curriculum ensures that the knowledge and skills taught in each year group flows and progresses throughout the teaching of PE.

We have used the Get Set for PE programme and OFSTED research on ‘The Pillars of progression in PE’ to tailor our children’s learning and excel their knowledge in each strand of PE and Physical Activity. The skills and knowledge to be taught is laid out in each year’s curriculum maps, with an example sport that the skills can be taught through.

Pillars of PE are also identified: **Motor competence**, Rules strategies and tactics and **Healthy participation**,

<p>EYFS – Taken from Development Matters and Early Learning Goals</p> <p>*only for outcomes taught in PE lessons, others</p>	<p>3-4</p> <p>Start taking part in some group activities, which they make up for themselves, or in teams.</p> <p>Increasingly be able to use and remember sequences and patterns of movements, which are related to music and rhythm.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Reception</p> <p>Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>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</p> <p>ELG</p>
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in class and provision*	Gross Motor Skills ELG Children at the expected level of development will: <ul style="list-style-type: none"> 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. 						
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery 3-4 (Rising 3 pupils do not have separate PE lessons, but objectives built into provision – see Rising 3 progression map)	With coach Mr V	Introduction to PE Skip, hop, stand on one leg.	Fundamentals of PE Begin to use their body in different ways to move.	Ball Skills Continue to develop their movement, balancing, riding and ball skills.	Ball Skills 2 with Coach Beginning to take turns with others. Follow instructions with support. Persevere with support when trying new challenges. Play ball games guided by the rules with support.	Gymnastics To negotiate space safely Begin to take turns with others.	Games To play simple team games with adult support.
Nursery 3-4 (Rising 3 pupils do not have separate PE lessons, but objectives built into provision – see Rising 3 progression map)	With teacher up until Spring term and then coach from Football Fun Factory	Introduction to PE Hold a pose in different games	Dance Use large muscle movements to wave flags, streamers, paint and make marks.	Football and ball skills Continue to develop their movement, balancing, riding and ball skills.	Ball Skills 2 with Coach Show increased confidence in movement, balancing, riding (scooters, trikes and bikes) and ball skills.	Gymnastics Explore a range of different ways to move To make guided choices. Begin to follow simple instructions. To match developing skills to tasks and apparatus	Gymnastics To show developing control when balancing on apparatus.

						To have a n awareness of safety when using small and large apparatus	
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Reception	With Coach Mr V	Introduction to PE	Fundamentals of PE	Ball Skills/Multi skills	Ball Skills 2 with Coach	Gymnastics	Games with Coach
Objectives shown detail those covered in lessons. Other objectives for PD are also covered through provision and objectives are detailed in the reception progression map.		<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>To develop moving safely and stopping with control.</p> <p>To use different travelling actions whilst following a path.</p> <p>To work with others co-operatively and play as a group.</p> <p>To follow, copy and lead a partner.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, and climbing.</p> <p>To develop balancing whilst stationary and on the move.</p> <p>To develop running and stopping.</p> <p>To develop changing direction.</p> <p>To develop hopping and landing with control.</p> <p>To explore different ways to travel.</p>	<p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>To develop rolling a ball to a target.</p> <p>To develop accuracy when throwing to a target.</p> <p>To develop bouncing and catching a ball.</p>	<p>To negotiate space safely with consideration for self and others.</p> <p>Follow instructions involving several idea or actions.</p> <p>Preserve when trying new actions</p> <p>Play ball games with consideration of the rules.</p> <p>Play cooperatively and take turns with others.</p> <p>Use ball skills with developing control and accuracy.</p>	<p>To combine a range of movements, selecting actions in response to tasks and apparatus.</p> <p>To safely use a range of small and large apparatus.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>Demonstrate strength, balance and coordination when playing;</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>To aim when throwing and practise keeping score.</p> <p>To learn to play against a partner.</p> <p>To develop co-ordination and play by the rules.</p> <p>To explore striking a ball and keeping score.</p>

		Introduction to PE	Dance	Football and ball skills	Games with Coach	Dance	Gymnastics
		<p>Increasingly be able to use and remember sequences and patterns of movements, which are related to music and rhythm.</p> <p>To move around safely in space.</p> <p>To follow instructions and stop safely.</p> <p>To stop safely and develop control when using equipment.</p> <p>To follow a path and take turns.</p> <p>To work co-operatively with a partner.</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>To explore different body parts and how they move.</p> <p>To explore different body parts and how they move, remember, and repeat actions.</p> <p>To express and communicate ideas through movement exploring directions and levels.</p> <p>To create movements and adapt and perform simple dance patterns.</p> <p>To copy and repeat actions showing confidence and imagination.</p> <p>To move with control and co-ordination, linking, copying and repeating actions.</p>	<p>Further develop and refine a range of ball skills including kicking, passing, and aiming.</p> <p>To develop overall body strength</p> <p>To develop stopping a rolling ball.</p> <p>To develop kicking a ball.</p>	<p>To negotiate space safely with consideration for self and others.</p> <p>Follow instructions involving several ideas or actions.</p> <p>Play cooperatively, take turns and encourage others</p> <p>To play games honestly and with consideration of rules</p> <p>To use ball skills with developing competence and accuracy</p> <p>To use movement skills with developing balance and coordination.</p>	<p>Combine different movements with ease and fluency</p> <p>To use and remember sequences and patterns of movements, relating to music and rhythm.</p> <p>To build confidence to try new challenges and perform in front of others.</p> <p>To copy, repeat and explore actions in response to a theme.</p> <p>To explore movement using a prop with control and co-ordination.</p> <p>To explore and remember actions considering level, shape and direction.</p> <p>To move with control and co-ordination, expressing ideas through movement.</p> <p>To remember and repeat actions moving in time with the music.</p> <p>To explore actions in response to a theme and begin to use counts.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>To copy and create shapes with your body.</p> <p>To be able to create shapes whilst on apparatus.</p> <p>To develop balancing and taking weight on different body parts.</p> <p>To develop jumping and landing safely.</p> <p>To develop rocking and rolling.</p> <p>To copy and create short sequences by linking actions together.</p>

Ongoing Physical Development provision throughout the year

Children have daily access to the outdoor EYFS area.

An array of equipment and resources will be available to the children throughout the school day – e.g. Tunnels inside for travelling, balance bikes outside in the outdoor learning area for development of balancing, spatial awareness and basic control.

Alongside this are steps, balance beams, footballs, and climbing equipment to develop strength, balance and coordination.

Key Vocabulary used throughout the EYFS

Athletics – push, stop, jump, space, forwards, safely, balance and backwards

Ball Skills – run, stop, throw, roll, team, kick, space and catch

Dance – move, copy, shape, space, safely, around, travel, sideways, forwards and backwards

Gymnastics – push, stop, space, jump, balance, safely, move, copy, over, shape, rock, around, sideways, travel, forwards and backwards

Fundamentals – run, stop, space, jump, balance and skip

Invasion Games – pass, team, tag, balance, safely, space, forwards and backwards

Net and Wall Games – team, space, catch, throw, safely, bounce, forward and backward

Striking and Fielding – run, pass, roll, team, space, safely, forwards and backwards

Target Games – aim, space, team, pass, safety and balance

KS1

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.

<p>(Taken from DFE Physical Education Programmes of Study)</p>	<p>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>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>Year 1/ Year 2</p>	<p>Session with teacher and Football Coach</p>	<p>Fundamentals of PE</p> <p><u>Year 1 Sports Person</u></p> <p>To change direction on a given signal.</p> <p>To recognises the changes to the body when exercising.</p> <p>To run at different speeds.</p> <p>To demonstrate hopping and jumping movements.</p> <p>To work cooperatively with others to complete a task with adult support</p> <p>To show balance and coordination when static and moving at a slow speed.</p>	<p>Fundamentals of PE</p> <p><u>Year 1 Sports Person</u></p> <p>To change direction when moving at speed.</p> <p>To run and stop at different speeds.</p> <p>To select own actions in response to a task</p> <p>To demonstrate a range of different movements</p> <p>To work cooperatively with others to complete a task.</p>	<p>Ball Skills</p> <p><u>Year 1 Sports Person</u></p> <p>To catch a ball with two hands.</p> <p>Begin to dribble a ball with both hands and feet.</p> <p>Begin to understand simple tactics.</p> <p>To roll and throw with some accuracy towards a target.</p> <p>To track a ball that is coming towards them.</p>	<p>Sending and Receiving</p> <p><u>Year 1 Sports Person</u></p> <p>To send and receive a ball with their feet.</p> <p>To catch a ball with some success.</p> <p>To throw a ball towards a target.</p> <p>To track a ball that is coming towards them.</p> <p>To work cooperatively with a partner.</p>	<p>Net and Wall</p> <p><u>Year 1 Sports Person</u></p> <p>To hit a ball using a racket.</p> <p>To throw a ball to land over a net and into the court area.</p> <p>To track balls and other equipment sent to them.</p> <p>To use a ready position to move to the ball.</p> <p>To know how to score points.</p> <p>To demonstrate honesty and fair play when playing against an opponent.</p>	<p>Athletics</p> <p><u>Year 1 Sports Person</u></p> <p>To throw towards a target.</p> <p>To balance when changing direction.</p> <p>Begin to throw overarm.</p> <p>To recognises the changes to the body when exercising and talk about what is happening.</p> <p>To run at different speeds.</p> <p>To work with others and make safe choices.</p>

		<p>Year 2 Sports Person</p> <p>To jump in an individual skipping rope</p> <p>To describe how their body feels during exercise</p> <p>Begin to hop, skip and jump with balance and control.</p>	<p>Year 2 Sports Person</p> <p>To give feedback on my performance using key words</p> <p>To turn and jump in an individual skipping rope</p> <p>To hop, skip and jump with balance and control.</p> <p>To show balance and coordination when running at different speeds.</p>	<p>Year 2 Sports Person</p> <p>To give feedback on my performance using key words</p> <p>Begin to understand and use simple tactics</p> <p>To dribble a ball with both hands and feet, with good control. To roll and throw a ball to hit a target.</p> <p>To send and receive a ball by using the skills of kicking, rolling and catching.</p> <p>To track a ball and collect it.</p>	<p>Year 2 Sports Person</p> <p>To give feedback on my performance using key words</p> <p>Begin to trap and cushion a ball that is coming towards them. To accurately throw and kick a ball to a partner.</p> <p>To catch a ball passed to them with and without a bounce.</p> <p>To roll a ball to hit a target.</p> <p>To track a ball and trap it with hands and feet.</p> <p>To work cooperatively with a partner or small group</p> <p>To work safely to send a ball towards a partner using a piece of equipment.</p>	<p>Year 2 Sports Person</p> <p>To defend their own space own the court using the 'ready position'.</p> <p>To decide how their body feels during exercise.</p> <p>To hit a ball over a net and into a court area.</p> <p>To throw accurately to a partner.</p> <p>To develop simple tactics to make it of difficult for an opponent.</p> <p>To know how to score points and remember those points.</p>	<p>To learn the difference between a jump, a leap and a hop.</p> <p>Year 2 Sports Person</p> <p>To describe how their body feels when exercising. To jump and land with good control.</p> <p>To throw overarm and for distance.</p> <p>To work with others, taking turns and sharing ideas.</p> <p>To balance when running at different speeds.</p>
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	Session with teacher and Gymnastics coach	Dancing – floor work & large apparatus	Gymnastics - floor work & large apparatus	Gymnastics - floor work & large apparatus	Dance – weather/Brazil	Striking and Fielding	Target Games
		<p>Year 1 Sports Person</p> <p>Begin to use counts more readily when dancing.</p> <p>To move confidently and safely</p> <p>To use different parts of the body in isolation</p> <p>To work with others to share ideas and select actions with adult support</p> <p>To select appropriate movements for different dance ideas</p> <p>To learn to critique other children’s performances</p> <p>Begin to show expression and mood in dance.</p> <p>Year 2 Sports Person</p> <p>To copy, remember and repeat dance</p>	<p>Year 1 Sports Person</p> <p>Develop confidence to perform in front of others.</p> <p>To link simple actions together to make a sequence</p> <p>To learn new moves such as pike, tuck and straddle</p> <p>To answer questions about other people’s performances</p> <p>Year 2 Sports Person</p> <p>Begin to provide</p>	<p>Year 1 Sports Person</p> <p>To link more complex actions together to make a sequence</p> <p>To make their body relaxed, tense, stretched and curled.</p> <p>To remember and use actions and shapes such as pike tuck and straddle.</p> <p>To learn to critique other children’s performances</p> <p>To use apparatus safely</p> <p>Year 2 Sports Person</p> <p>To perform basic gymnastics actions</p>	<p>Year 1 Sports Person</p> <p>To use counts when dancing</p> <p>To copy, remember and repeat actions</p> <p>To use different parts of the body in isolation and together</p> <p>To work with others to share ideas and select actions</p> <p>To select appropriate movements for different dance ideas</p> <p>To learn to critique other children’s performances</p> <p>Begin to show expression and mood in dance.</p> <p>Year 2 Sports Person</p> <p>To provide feedback using key words.</p>	<p>Year 1 Sports Person.</p> <p>To catch a bean bag and a medium sized ball</p> <p>To roll a ball towards a target</p> <p>To strike a ball using their hand</p> <p>To track a ball that is coming towards them</p> <p>Begin to score points</p> <p>Begin to understand tiles and how to use them to play honestly and fairly</p> <p>To have an awareness of when they have been successful</p> <p>Year 2 Sports Person</p> <p>To further develop</p>	<p>Year 1 Sports Person</p> <p>To recognises the changes to the body when exercising.</p> <p>To use an overarm throw to hit a target</p> <p>To roll a ball towards a target</p> <p>To work cooperatively with a partner</p> <p>To understand what good technique looks like</p> <p>Year 2 Sports Person</p> <p>To be able to select appropriate skills</p>

		<p>phrases</p> <p>Begin to think of own ideas for dances</p> <p>To use counts to stay in time with the music</p> <p>To work with a partner using mirroring and unison in actions</p>	<p>feedback using key words.</p> <p>To perform basic gymnastics actions with developing control and balance</p> <p>To plan and repeat simple sequences of actions with adult support.</p> <p>To use shapes when performing other skills</p>	<p>with control and balance</p> <p>To plan and repeat simple sequences of actions.</p> <p>To use different directions and levels in their work to make their work look interesting.</p> <p>To use a greater range of shapes when performing other skills</p> <p>To work safely with others and apparatus</p>	<p>To copy, remember, repeat and create dance phrases</p> <p>To describe how their body feels when dancing and exercising</p> <p>To show character and ideas through dance</p> <p>To use more complex counts to stay in time with the music</p> <p>To show confidence when they perform</p>	<p>underarm and overarm throwing skills</p> <p>To hit a ball with different equipment displaying consistency</p> <p>To track a ball and collect it</p> <p>To use simple tactics</p> <p>To know how to score points and remember the score</p> <p>To understand the rules of different games and use them to play fairly</p>	<p>needed for the game they are playing</p> <p>To throw, roll, kick or strike a ball with good control and increased levels of success</p> <p>To work cooperatively with a partner</p> <p>To work cooperatively with a partner</p> <p>To understand the principles of a target game</p> <p>To use different scoring systems when playing games</p> <p>To understand what good technique looks like for the game or sport they are competing in</p>
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Ongoing Physical Development provision throughout the year

Children have daily access to climbing equipment on both yards during break and lunchtime.

An array of equipment and resources (Huff and Puff) will be available to the children throughout the school day – e.g. PE boxes, footballs/nets, skipping ropes, bats and balls.

Daily Mile marked out on the yard and obstacle track on bottom yard for children to follow with instructions such as 5 star jumps, jog on the spot etc.

Key Vocabulary used throughout KS1

Athletics –

Y1 - far, hop, aim, fast, slow, bend, improve, direction and travel

Y2 – sprint, jog, distance, height, take off, landing, overarm and underarm

Ball Skills

Y1 – far, aim, safely, direction, balance and send

Y2 – overarm, collect, target, underarm, dribble and distance

Dance

Y1 – counts, pose, level, slow, fast and balance

Y2 – mirror, action, pathway, direction, speed and timing

Gymnastics

Y1 – action, jump, roll, level, direction, speed, point and balance

Y2 – link, pathway, sequence, tuck, straddle, speed, star and pike

Fundamentals

Y1 – fast, hop, slow, direction, land and safely

Y2 – dodge, jog, hurdle, speed, steady and sprint

Invasion Games

Y1 – defender, points, dribbling, attacker, score and partner

Y2 – received, send, teammate, chest, pass, possession, goal, dodge, bounce and pass

Net and Wall Games

Y1 – ready, possession, partner, net, underarm, score and points

Y2 – receive, quickly, trap, defend, return, collect and against

Striking and Fielding

Y1 – hit, points, target, throw, score and catch

Y2 – fielder, send, teammate, runs, batter, received and bowler

Target Games

Y1 – points, throw, far, distance, score and partner

Y2 – accurate, send, teammate, against, overarm, release, target and underarm