



Physical Education

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PE Intent and Purpose

Why do we teach PE?

A high-quality Physical education curriculum should enable children to develop a range of personal, social, physical, health & fitness, cognitive and creative abilities. It should provide opportunities to educate and inspire pupils to become physically active. PE can challenge and promote self-esteem through the development of physical confidence and problem solving. It can teach children to cope with both success and failure in competitive, individual and team based physical activities.

What is the aim of our curriculum for PE?

The Physical Education curriculum should inspire all pupils to create a positive relationship with physical activity for life. It should support pupils in developing resilience, confidence and independence and lead a healthy and active lifestyle, helping them to know how to keep physically and mentally healthy.

Part of our PE curriculum offer includes a weekly session that focuses on physical wellbeing. This is delivered in our 'relax kids' session.

PE Implementation and Pedagogy

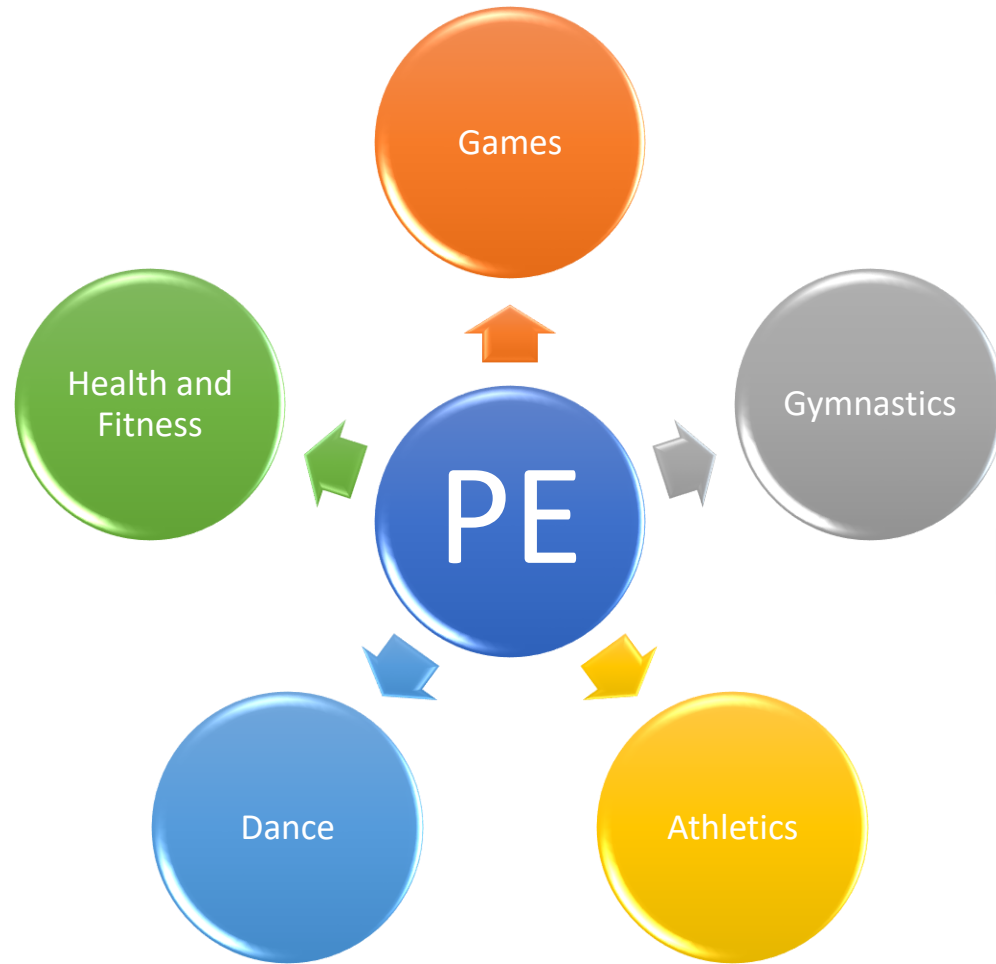
How is PE taught at Shinfield Infant and Nursery School?

- PE at Shinfield Infant and Nursery School is taught by a combination of class teachers, PE specialists and qualified sports coaches during curriculum time, offering a minimum of 2 hours a week
- In Nursery children begin to develop the foundations of movement through accessing the Physical Development strand of development matters. This is taught discretely within the continuous provision throughout the day and through some focus activities. This continues into F2.
- F2 begin formal weekly PE sessions in September and follow an annual plan that has been collaboratively formed with PE specialists U-Sports. In F2, they also continue to develop the skills from Nursery within their continuous provision
- The class teacher will mainly focus on fundamental movement skills aligned to the National Curriculum and Ofsted requirements focusing on the development of agility, balance and coordination, healthy competition and cooperative learning
- We teach the physical principles of the EYFS and National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children, an annual overview, established collaboratively between teaching staff and U-Sports enables us to apply a range of activities, games and sports consistently and progressively across the school
- Through this approach, children gain experience of a variety of fundamental skills. This has a focus on agility, balance, coordination and fitness. Children take part in individual skills, group skills and competitive team games, using PE equipment appropriate for their age
- Children have equal opportunities to take part in a range of sports and physical activities within a supportive environment where effort as well as success is recognised
- Across the school, children are encouraged to participate in exercise through-out the day during break and lunchtimes, PE lessons, clubs, outdoor learning, specialist lunch provision and special events
- Alongside this, additional events are planned, including: School Sports Day, Chinese dance, Bollywood dance, Shinfield Showtime and national initiatives supported, Walk to School week, Bring your Bike/Scooter
- Children with additional needs are provided with appropriate support to enable them to take part and gain confidence in skills, understanding and motivation

PE Implementation and Pedagogy

How is PE taught at Shinfield Infant and Nursery School?

- In KS1 children have at least 2 hours of quality PE sessions a week. In a PE session in both F2 and KS1 **you will see:**
- Consistency in routines including a introduction and warm up
- Skill development, incorporation of newly learnt skills and plenary
- Collaboration and opportunity for partner discussion, reflection on what went well and opportunities to improve
- Opportunities for children to work independently and together, being active throughout the lesson
- Opportunity for children to perform
- To differentiate, as each skill or activity is being practiced the teacher will set further challenges to those more able and reinforce or make simpler as necessary for those less confident
- Subject specific vocabulary that builds on previous learning/year groups
- Progression in equipment used with year group



Physical Education Key Concepts

Physical Education – Content Spine

Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Outdoor – Teacher led Parachute games and Travelling – running, jumping, throwing and catching.	Indoor Teacher led Gymnastics – Movement, transition, rolls.	Indoor Teacher led Yoga – body strengthening and position	Indoor Teacher Led Dance rhythm, and performance for class assembly.	Outdoor Teacher Led Athletics - Running, jumping and throwing.	Indoor Teacher Led Gymnastics Shapes, balance, sequences using apparatus.
Outdoor - <u>USports</u> Throwing, catching and passing (Rugby)	Outdoor - <u>USports</u> Dribbling, hitting and kicking games (Football)	Outdoor - <u>USports</u> Bat and ball skills (Tennis)	Outdoor - <u>USports</u> Bat and ball skills (Cricket)	Outdoor - <u>USports</u> Athletics - Running, jumping and throwing	Outdoor – <u>Usports</u> Athletics - Running, jumping and throwing

Physical Education – Content Spine

Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Indoor - Teacher led Gymnastics – Shapes, balances, rolls and pathways	Indoor - Teacher led Dance – Rhythms, patterns, moves and feelings (BBC dancing around the world)	Indoor - Teacher led Gymnastics – Spinning, twisting and turning	Indoor - Teacher led Yoga	Outdoor Teacher led Rounders Sports Day Event practice	Indoor Teacher led Dance – Moods and feelings (For the play)
Outdoor - <u>USports</u> Throwing, catching and passing (Rugby)	Outdoor - <u>USports</u> Dribbling, hitting and kicking games (Football)	Outdoor - <u>USports</u> Bat and ball skills (Tennis)	Outdoor - <u>USports</u> Bat and ball skills (Cricket)	Outdoor - <u>USports</u> Athletics - Running, jumping and throwing	Outdoor – <u>Usports</u> Athletics - Running, jumping and throwing

PE Progression Map - Games

Early Learning Goal – Physical Development , PSED

- **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.

Year 1

Understanding Space	<ul style="list-style-type: none">• Pass and receive a ball to a partner with hands and feet.• Begin to move into a space to catch.• Begin to understand where to stand to make a game more difficult for an opponent.
Working with Others	<ul style="list-style-type: none">• Develop some simple tactics for the relevant game.• Begin to work co-operatively as a pair.• Follow simple rules of a game.
Bat and Ball Skills	<ul style="list-style-type: none">• Balance and control a ball on a bat and on floor and move to receive.• Begin to hit a ball in varying directions along and with a partner.• Hit a ball with a bat from a static base.
Throwing Skills	<ul style="list-style-type: none">• Understand the difference and use the underarm and overarm throw.

Year 2

Understanding Space	<ul style="list-style-type: none">• Throw and bounce pass and pass with the feet accurately.• Move into a space to catch a ball.• Develop ideas of where to stand to make a game more difficult for an opponent.
Working with Others	<ul style="list-style-type: none">• Develop some group tactics for the relevant game.• Being to work co-operatively in a team.• Change the rules of a simple game to make is simpler / more challenging.
Bat and Ball Skills	<ul style="list-style-type: none">• Begin to hit a ball towards a target.• Develop hitting a ball in varying directions alone and with a partner.• Hit a ball with a bat from a static base in different directions.
Throwing Skills	<ul style="list-style-type: none">• Use the underarm and overarm throw in a game.

PE Progression Map - Gymnastics

Early Learning Goal – Physical Development , PSED

- **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.

Year 1

Movements and Transitions	<ul style="list-style-type: none"> • Investigate combinations of 1/2 foot take off / landings / jumps and safe landing technique. • Copy 2 or 3 simple linked turns, balances or jumps on the floor. • Travel in different directions in different ways.
Shapes and Balances	<ul style="list-style-type: none"> • Investigate straight, star, pike, straddle and tuck shapes. • Show wide and narrow shapes and balances.
Rolls	<ul style="list-style-type: none"> • Begin directed log roll on wedge
Team Gym	<ul style="list-style-type: none"> • Start to use team gym format to compete from bench/springboard using straight/star dismount.
Using Equipment	<ul style="list-style-type: none"> • Begin to use ladders to climb up/down on equipment. • Start to move across units using differing heights. • Understand safety of use and dismount.

Year 2

Movements and Transitions	<ul style="list-style-type: none"> • Develop ¼, ½ and ¾ turns on the floor. • Copy and repeat 2 or 3 simple turns, balances, jumps on the floor. • Travel in different directions in different ways creating curved and straight line patterns.
Shapes and Balances	<ul style="list-style-type: none"> • Develop straight, star, pike and straddle shapes, improving body tension on floor and equipment. • Link wide and narrow shapes and balances.
Rolls	<ul style="list-style-type: none"> • Develop independent log roll and (supported) forward roll if appropriate. • Investigate technique for teddy bear roll.
Team Gym	<ul style="list-style-type: none"> • Developing team gym format, compete from bench / springboard / box using correct run up, straight / star dismount and line up.
Using Equipment	<ul style="list-style-type: none"> • Use ladders confidently and safely to climb up/down on equipment. • Move across units confidently using differing heights.

PE Progression Map - Dance

Early Learning Goal – Physical Development , Expressive Arts and Design

- **Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music**
- **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.

Year 1

Movement and Choreography	<ul style="list-style-type: none"> • Use a variety of basic actions, travelling, jumping, turning, gestures and shapes. • Select movements from those they practise to create a short sequence.
Performance and Impact	<ul style="list-style-type: none"> • Copy simple rhythms and patterns. • Create movements appropriate to a stimulus or music.
Describing Dance	<ul style="list-style-type: none"> • Observe and describe each other and themselves.

Year 2

Movement and Choreography	<ul style="list-style-type: none"> • Begin to use control and co-ordination when practicing the basic actions. • Vary actions and movements and use imaginative ideas to create a short dance/routine.
Performance and Impact	<ul style="list-style-type: none"> • Copy simple rhythms and patterns with a partner or individually. • Communicate mood and feelings within a dance / routine.
Describing Dance	<ul style="list-style-type: none"> • Observe and describe each other and themselves using some appropriate dance vocabulary

PE Progression Map – Health and Fitness

Early Learning Goal – Physical Development , PSED

- **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.
- **Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.**

Year 1

Getting Ready to Exercise

- Warm up and prepare for physical activity.

Health and Fitness

- Understand why physical exercise is good for me.

Impact of Exercise

- Recognise how the body feels when exercising.

Year 2

Getting Ready to Exercise

- Know how to warm up safely looking for space and others.

Health and Fitness

- Explain why physical exercise is good for me.

Impact of Exercise

- Recognise how my heart beat and temperature change during exercise.

PE Progression Map - Athletics

Early Learning Goal – Physical Development

- **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.

Year 1

Running	<ul style="list-style-type: none">• Begin to run at speed over a short distance.• Begin to run over longer distances.• Begin to understand how to run a relay race.• Begin to run over hurdles.
Jumping	<ul style="list-style-type: none">• Understand 1 to 2 footed take off.• Understand technique required for scissors jump on ground.
Throwing	<ul style="list-style-type: none">• Begin to throw using under and over arm throws.

Year 2

Running	<ul style="list-style-type: none">• Maintain speed over a short distance.• Develop running over a longer distance.• Begin to understand how to run a relay race using a baton.• Develop running over hurdles.
Jumping	<ul style="list-style-type: none">• Develop 1 to 2 footed jump from a short run up.• Understand technique required for scissors jump on to mats with no bar.
Throwing	<ul style="list-style-type: none">• Being to use the correct stance for throwing a range of equipment.

Physical Education – Knowledge Organiser KS1 Gymnastics

What do we already know?

- fundamental movement skills including:
rolling; crawling; walking; jumping; running; hopping; skipping; climbing
- progress towards a more fluent style of moving, with developing control and grace

At the end of this unit we will be able to:

Be able to work individually and as a team.
Hold a balance for 3 seconds with a range of different points on the floor.
Make a selection of shapes with their bodies such as tuck, straddle, pike, star, dish and arch.
Perform different types of jump including pencil jump and tuck jump.
Be able to use different apparatus to perform a sequence.
Create a sequence using a combination of elements.

Key Questions

What is gymnastics?
What are three elements of gymnastics?
How many different types of balances can you find?
What equipment is available for a routine?

What will we learn?

Gymnastics in year 1 will focus on creating routines both individually and in groups. Routines will consist of 3 elements; a jump, a body shape and a balance. Routines may be put with music. Group performances may be shown in class and feedback of what was good and what could be improved may be welcomed.

Key Vocabulary

Balance	An even distribution of weight enabling someone or something to remain upright and steady.
Balance Beam	The Balance Beam, or simply “Beam” is one of the four gymnastics events. A low beam or floor beam is a popular piece of home gymnastics equipment.
Apparatus	the technical equipment or machinery needed for a particular activity or purpose.
Sequence	a particular order in which related things follow each other.
Skill	a gymnastics skill is a single move.
Mount	a mount is the skill used to get on the apparatus. Mounts are needed for Balance Beam



tuck



straddle



pike



split



straight stand

Physical Education – Knowledge Organiser KS1 Dance

What do we already know?

- watch and talk about dance and performance art, expressing their feelings and responses
- explore and engage in music making and dance, performing solo or in groups.

At the end of this unit we will be able to:

- Perform dances using simple movement patterns
- Lead and follow mirroring
- Use different body parts to move to music
- Move according to the pace of music
- Discuss what dance style would reflect the mood of a song.
- Develop special awareness
- Combine movements in a sequence.

Key Questions

Why do countries have different dance styles?
What does a dance consist of?
How does dance improve my flexibility, balance, strength and coordination?

What will we learn?

In the Dance unit, we will explore different dances from other cultures, listen to the mood of music and develop our own rhythm in accordance to the flow of the music. We will develop our coordination, balance and special awareness by combining moves in sequences.

Key Vocabulary

Travel	to move to the music.
Mood	the style of the music, does it sound happy?
Flexibility	how much movement you have around a joint
Strength	being physically strong
Balance	to hold yourself upright and steady with an uneven weight distribution
Coordination	to be able to use different parts of the body at the same time
Repetition	to do something over and over again.
Spacial Awareness	To be aware of how much space you have and other people around you.
Rhythm	A strong repeated pattern of movement or sound.
Pace	speed of the music or dance
Flow	How you move from one place to another in a steady motion.

Physical Education – Knowledge Organiser KS1 Athletics

What do we already know?

- We can run at different speeds
- Can balance whilst jumping and landing
- We might hop, jump and leap for distance
- The difference between a jump, leap and hop
- Have explored throwing for distance and accuracy
- Developing an overarm throw
- Can recognise changes in the body when exercising

At the end of this unit we will be able to:

- Explore running at different speeds
- Develop balance whilst jumping and landing
- Explore hopping, jumping for distance and leaping for distance
- Explore throwing for distance and accuracy
- How to make safe choices
- Recap and develop skills for KS1 sports day

Key Questions

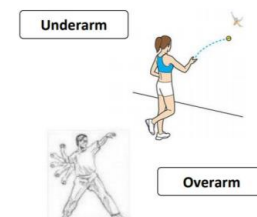
- What is a personal best?

What will we learn?

In this unit we will learn to accurately throw overarm. To run at different speeds and to recognise changes in body when exercising. We will prepare for and take part in Sports Day.

Key Vocabulary

Athletics	The sport of competing in track and field events, including running races and various competitions in jumping and throwing
Races	Races against other children that involve running, either short or long distances
Agility	Ability to change direction and speed under control
Sprint	Fast running
Jog	Gentle running
Overarm	Object thrown from above shoulder
Underarm	Object thrown with swing from below the elbow
Sports Day	School Athletics competition, including: running, jumping and throwing skills



- Experiment with underarm and overarm
 - Use speed of movement
 - Do not cross throwing line
- How could you make it go further?**

Physical Education – Knowledge Organiser KS1 Games

Social and Emotional		Key Vocabulary Invasion Games Football Hockey Basketball Passing Dribbling Attacking Defending Rules Respect Kindness Teammate Opposition
<p><u>Cooperation</u></p> <p>Cooperating is about working together and helping others. Strong teams need each individual to cooperate with their teammates.</p>	<p><u>Communication</u></p> <p>We need to communicate to give and receive information from our teammates. We can do this through speaking, listening and body language.</p>	
<p><u>Supporting and Encouraging</u></p> <p>Encouraging and supporting others can help them to feel good and perform well.</p>	<p><u>Respect and Kindness</u></p> <p>Respect is the act of giving attention and showing care to others. It is important to be respectful to teammates, opponents, referees and coaches.</p>	
<p><u>Honesty and Fair Play</u></p> <p>Fair play is about learning the rules of the game and putting them into practice honestly.</p>	<p><u>Managing Emotions</u></p> <p>Whilst it is important try your hardest, you should remember that games and sports should be fun. Be considerate to others in victory and be respectful and kind to others in defeat.</p>	

What do we already know?

- We can run at different speeds
- Can balance whilst jumping and landing
- We might hop, jump and leap for distance
- The difference between a jump, leap and hop
- Have explored throwing for distance and accuracy
- Developing an overarm throw
- Can recognise changes in the body when exercising

What will we learn?

In KS1 invasion games, we learn the basic skills of sending, receiving and dribbling a ball. We also understand the ideas of attacking, defending and being 'in possession.'

Key Questions

- What is a personal best?

Physical		
Skill	Definition	How do I do this?
Dribbling	To move with the ball, keeping it in your possession.	<ul style="list-style-type: none"> -Keep the ball close to you using soft touches. -Push the ball slightly ahead of you when you are dribbling at speed. -Avoid defenders to stay in possession.
Passing	To give the ball to another member of your team.	<ul style="list-style-type: none"> -Look where teammates are before passing. Check carefully for opposition players. -Pass away from defenders to keep possession. -In football, use the inside of the foot to pass.
Finding Space	To find a space away from other players.	<ul style="list-style-type: none"> -Look at where team-mates and opposition players are. Move into a space away from them. -Call to teammates when you are free.
Dodging	To avoid the opposition using movement.	<ul style="list-style-type: none"> -Bend low when changing direction -Turn your body to face a new direction. -Accelerate into space after changing direction.
Marking	To stay close to an opposition player.	<ul style="list-style-type: none"> -Stand sideways so that you can see both the attacker and the ball. -Stay close to the attacker, following movements.



