

PE Overview of skills and units of work

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	<p>Coverage of EYFS curriculum in classroom during Child Initiated (See busy bee plan)</p> <p>Gross/fine motor skills Negotiating space/listening to instructions/commands</p> <p>Squiggle while you wriggle/ dough gym</p> <p>Parachute games (inside/outside)</p>	<p>Coverage of EYFS curriculum in classroom during Child Initiated (See busy bee plan)</p> <p>Squiggle while you wriggle/ dough gym (if still required or intervention)</p> <p>Early Years Agility programme Developing balance, co-ordination and agility</p> <p>Ball skills – controlling objects with and feet To hit a target</p>	<p>Coverage of EYFS curriculum in classroom during Child Initiated (See busy bee plan)</p> <p>Fundamental Movement Skills - , agility, balance and co-ordination (use of small equipment</p> <p>Ball skills (see planning HIVE) To control a ball with hands and feet</p>	<p>Coverage of EYFS curriculum in classroom during Child Initiated (See busy bee plan)</p> <p>Infant Agility – develop balance, agility, coordination, basic throwing/ catching (HIVE)</p> <p>Dance – Based on traditional tales/stories</p>	<p>Coverage of EYFS curriculum in classroom during Child Initiated (See busy bee plan)</p> <p>Gymnastics – basic balance, basic travelling on and off equipment (HIVE)</p> <p>Tennis (planning to follow - LTA) To control a ball using a tennis bat</p>	<p>Coverage of EYFS curriculum in classroom during Child Initiated (See busy bee plan)</p> <p>Athletics, Planning – HIVE Basic running throwing, jumping (sports day)</p>
Year 1	<p>Gymnastics</p> <p>– Balance/ travelling. To perform a simple routine of balance-move-balance-move-balance (HIVE)</p> <p>FMS – Aspire coaching planning (see planning folder)</p>	<p>Rhythmic gymnastics</p> <ul style="list-style-type: none"> - Basic moves – copy a sequence - Create a sequence with 3 moves with a learning partner <p>Cricket – External Hampshire coach</p>	<p>Dance</p> <p>Copy a dance sequence Add a motif of their own</p> <p>Multi skills To continue to develop movement skills, co-ordination and balance using small and large equipment</p>	<p>Ball skills</p> <p>To control a ball using hand and feet</p> <p>To begin to develop strategies to play small group games</p> <p>Multi skills To continue to develop movement skills, co-ordination and balance using</p>	<p>Gymnastics</p> <p>– Balance/ travelling. Creating a simple routine to perform using apparatus (HIVE)</p> <p>Multi skills To continue to develop movement skills, co-ordination and balance using small and large equipment</p>	<p>Tennis (planning to follow LTA) -Control a ball with a tennis bat To use skills to begin to produce a rally</p> <p>Athletics Interclass competition – mini Olympics Throwing Jumping – 2 feet, skipping – Throwing – underarm</p>

				small and large equipment		javelin
Year 2	<p>Gymnastics – revision of balances/travelling Create a routine with partner/group of 4 Extension – intermediate balances (if required)</p> <p>Games unit – revision of ball skills, sending and receiving, developing strategies, tactics</p>	<p>Dance – Indian dance (link to topic work) HIVE planning Taught sequences – group work</p> <p>Cricket – External Hampshire cricket coach</p>	<p>Gymnastics – basic and intermediate balances Use of all equipment Routines Apply basic and intermediate skills to routines and equipment</p> <p>OAA – Co-ordination, cooperation</p>	<p>Dance – progression planning on HIVE Responding to rhythm, repeating patterns, adding their own choreography – reflection</p> <p>Multi skills – continue to develop balance, coordination agility (see HIVE for ideas)</p>	<p>Dance – country dancing Arden reel Brighton camp Elsdon Circle Caucasian circle</p> <p>Athletics – interclass competition – mini Olympics</p>	<p>Swimming</p> <p>Ball skills – striking and fielding – rounders/cricket - apply ball skills and strategies to large group games</p>

Whole school aspiration

For all children to have the opportunity to attend an extra curriculum club and attend a level 1/ level 2 competition

Curriculum Intent

Alverstoke Infant School recognise the value of PE and promotes children’s physical activity and wellbeing within whole school approaches. We deliver the skills recognised as being important for young children within the EYFS and National Curriculum. We endeavour to:

- Develop competence in children’s fundamental movement skills in order to excel in a broad range of physical activities
- Ensure that children are physically active for sustained periods of time within timetabled lessons
- Recognise our role in the government’s initiative to promote children’s wellbeing and engagement with physical activity through Active 30
- Engage in competitive sports and activities within school and with other similar schools as well as promoting personal development through challenge.
- encourage creativity through gymnastics and dance
- develop resilience in order to succeed and excel in physical activity, physical education and school sport.

- develop communication and co-operation skills in order to collaborate effectively
- begin to embed values such as fairness and respect.

Implementation

We deliver PE through two timetabled sessions per week. When possible, opportunities are identified to make links to other areas such as maths, science and literacy.

We teach lessons that

- develop, secure and build on a range of physical skills
- develop children's sense of competition, challenge, creativity and physical attitudes
- are fun and engaging to all
- are delivered in a safe learning environment
- develop children's communication and co-operation skills in order to embed a sense of respect, fairness and teamwork

It is important that the expectations for children with SEND are as high as they are for all, around what they can achieve. If children have a special educational need where adapted teaching is needed the PE lead will work with teachers to enable them to deliver lessons that are inclusive for all. These adaptations may include having physically appropriate resources, framework to recall dance/gymnastics routines and support to be physically active within lessons.

Impact

By the end of KS1, will have a strong understanding of what it means to be physically active, with both physical skills to prepare them for different sports, and positive attitudes towards co-operation, collaboration and respect. Teacher assessment shows good progress in tracked achievement in PE.

Evidence and Assessment of PE

Regular pupil conferencing, lesson drop ins, work monitoring and analysis of data will enable the subject lead and SLT to identify if the curriculum effectively meets all the children's needs, the strengths of its approach and the knowledge and skills all children have gained.