



Priory Infant School Scheme of work for **PHYSICAL EDUCATION**

(**EYFS Handbook 2014 & National Curriculum 2014**)

Aims “Physical Education at Priory Infants provides children with a movement foundation for lifelong participation in physical activity, enabling them to be physically literate and supporting the development of competent movers.”

EYFS Physical development involves providing opportunities for young children to be active and interactive, and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

The National Curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Subject content

EYFS

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.

Health and self-care: Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Key stage 1

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.

Pupils should be taught to:

- 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.

At Priory Infants, we have adopted the “First Funs” approach to developing fundamental movement skills so that children can become “competent movers”.

What does a child need to know, understand and do to be a COMPETENT MOVER?

- Awareness of others / safety
- Spatial awareness
- How to use resources appropriately
- Skills – control – techniques – balance – co-ordination - agility
- Creativity – be prepared to explore and be challenged

To do this we need to plan activities to promote:

1. **Fun and enjoyment** – build enthusiasm
2. **Confidence and competence** – progression, developmental, achievement
3. **Building appropriate skills and techniques** – what does success look like and how can we record it?
4. **Opportunities to explore, rehearse and refine** – play / outdoor learning / physical literacy
5. **Teamwork and working together** – with wide range of sizes of groups and different people
6. **Lifelong learning** – do it out of school, develop and specialise as children get older

Good PE should....

- Put the child at the heart of PE learning
- Give learning in PE the same focus as learning in other areas of the curriculum
- Develop a movement foundation in which children can become confident and competent
- Recognises each child's individual needs as the focus of learning – physical, cognitive, social, creative, health, emotional
- Ensure that learning experiences build on previous achievements so they make progress according to their abilities
- Provide children with access to a broad range of movement contexts and resources, indoors and outdoors, individually and with others.
- Enable children to engage in purposeful, competitive and co-operative physical activities in a range of increasingly challenging situations

The school has the following resources to help teachers plan and develop “good PE”

1. **“First Funs”** scheme for each year group which covers the movement skills that children need for gymnastic and games activities
2. **Mi Move** programme – team games and individual activities to develop fun and enjoyment whilst building skills and techniques (on all class laptops and those in hall and ICT suite)
3. **Observing Children Moving** – to help teachers and children analyse, rehearse and discuss movement
4. **LCP PE Resource files** for each year group for dance, games and gymnastics

<p>5 Applying Physical Skills</p> <p>All: I can move confidently in different ways</p> <p><i>Some: I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together</i></p>	<ul style="list-style-type: none"> • Co-ordination with equipment • Agility – reaction / response 	<p>8</p> <p>12</p>	<p>All: I can explore co-ordination with equipment activities I can explore agility / reaction activities</p> <p>Many: I can roll a large ball with my dominant hand and collect it efficiently I can react and catch a ball after 1 bounce from 1 metre away</p> <p>Few: I can roll a small ball with either hand and collect it efficiently I can react and catch a ball after 2 bounces from 3 metres away</p>	<p>Use of “ready position” Eyes on ball Backswing arm and follow through Bend knees to get low to the ground</p> <p>Keep head steady and eyes on ball Move feet to collect ball, don’t lean or stretch Bend knees</p>
<p>6 Health and Fitness Skills</p> <p>All: I am aware of the changes to the way I feel when I exercise</p> <p><i>Some: I know why exercise is important for good health</i></p>	<ul style="list-style-type: none"> • Agility – ball chasing • Static balance - Floorwork 	<p>11</p> <p>3</p>	<p>All: I can explore agility and ball chasing activities I can explore static balance and floorwork activities</p> <p>Many: I can roll a ball, chase it, collect it facing the opposite direction I can hold a mini-front support position and lift either hand or leg off the floor</p> <p>Few: I can roll a ball, chase it, collect it facing the opposite direction turning over either shoulder I can hold a mini-front support position and reach round and point to the ceiling with one hand</p>	<p>Keep head steady and eyes on the ball Drive arms to help move quickly Use good “ready position” to help quick response</p> <p>Keep hands in line with shoulders When moving hand or foot shift weight rather than tilting body</p>

Year R Dance

LEARNING INTENTIONS To perform basic body actions; To use different parts of the body; To respond expressively to different styles of music through movement eg. fast, slow, happy, sad, light, heavy; To choose appropriate movements for dance ideas; To copy and repeat simple dance phrases and routines;			
Learning Objectives – Knowledge, Skills and Understanding			
Acquiring and developing skills <ul style="list-style-type: none"> To explore movement and respond imaginatively to music To move confidently and safely in their own and general space 	Selecting and applying skills <ul style="list-style-type: none"> To perform simple movements using a range of body actions and body parts 	Evaluating and improving performance <ul style="list-style-type: none"> To copy, watch, and describe dance movement 	Knowledge and understanding of fitness and health <ul style="list-style-type: none"> To recognise how their body feels when still and when exercising
Learning Outcomes			
<ul style="list-style-type: none"> Copy and explore basic body actions demonstrated by the teacher Copy simple movement patterns from each other and explore the movement 	<ul style="list-style-type: none"> Choose movements to make into their own dances Practise and repeat their movement phrases and perform them in a controlled way 	<ul style="list-style-type: none"> Use simple dance vocabulary to describe movement Talk about dance, linking movement to moods, ideas and feelings 	<ul style="list-style-type: none"> Be able to describe changes in their body during dance
Teaching Activities			
<ul style="list-style-type: none"> Ask the children to copy and explore basic body actions, e.g. travel, jump, turn, gesture, stillness. Give them a range of stimuli including stories and songs linked to classroom topic themes eg. space, jungle, nursery rhymes. Ask the children to use different body parts to respond to stimuli e.g. jumping jacks (curled shapes to big jumps), long and wide jumps, wide eyes, wide fingers Teach the children to copy 	<ul style="list-style-type: none"> Ask the children to choose some of the movements they have already explored and make a simple sequence Teach the children to start and stop in a controlled way e.g. move and stop to a percussion instrument, or play musical statues. Help the children to see how movements can show different moods, ideas and feelings. Encourage them to respond to different music. 	<ul style="list-style-type: none"> Teach the children to sit, watch each other dancing and talk about their dances. Encourage them to explain what others are doing. Ask them to describe what body actions they see and what body parts are being used. 	<ul style="list-style-type: none"> Talk to the children about what happens to their breathing when they are moving quickly and when they are standing still.

<p>movements and movement patterns, e.g. follow the leader games.</p> <ul style="list-style-type: none">• Let the children to watch and copy other people's dance actions.• Help them to change the speed of their movement e.g. tigers creeping, then leaping.• Encourage them to move in different directions and at different levels without bumping into other children			
---	--	--	--

Year 1 Developing Fundamental Movement Skills through Gymnastics and Games

	Themes: <i>(units of work for each theme saved in Common/ Subjects – core and foundation/ Scheme of work for PE / Year 1 units)</i>	Main focus	Links to FUNS resource cards and teacher handbook
Term 1	Travelling and Jumping	Gym	
Term 2	Travelling and Sending	Games	
Term 3	Taking weight on hands	Gym	
Term 4	Throwing and Catching	Games	
Term 5	Rocking and Rolling	Gym	
Term 6	Developing use of small games equipment	Games	

2 PE sessions per week = 12 per term. There are 6 lessons planned for each theme, which allows for up to 6 lessons to be used for practising above themes/ extension work / or a dance unit (see below) every term.

Year 1 DANCE

Dance needs to be taught in at least 3 terms across the year. Each unit of planned work should show a different range of musical and cultural stimulus and build on and develop skills for individual and partner work.

LEARNING INTENTIONS To perform basic body actions; To use different parts of the body singly and in combination; To show some sense of dynamic, expressive and rhythmic qualities To choose appropriate movements for dance ideas; To remember and repeat simple dance phrases and routines; To move with control; To vary the use of space; To describe how lungs and heart work during dance			
Learning Objectives – Knowledge, Skills and Understanding			
Acquiring and developing skills <ul style="list-style-type: none"> To explore movement and respond imaginatively to a range of stimuli To move confidently and safely in their own and general space, using changes of speed, level and direction 	Selecting and applying skills <ul style="list-style-type: none"> To compose and link movement phrases to make simple dances with clear beginnings, middles and ends To perform movement phrases using a range of body actions and body parts 	Evaluating and improving performance <ul style="list-style-type: none"> To talk about dance ideas inspired by different stimuli To copy, watch, and describe dance movement 	Knowledge and understanding of fitness and health <ul style="list-style-type: none"> To recognise how their body feels when still and when exercising
Learning Outcomes			
<ul style="list-style-type: none"> Respond to different stimuli with a range of actions Copy and explore basic body actions demonstrated by the teacher Copy simple movement patterns from each other and explore the movement 	<ul style="list-style-type: none"> Choose movements to make into their own phrases with beginnings, middles and ends Practise and repeat their movement phrases and perform them in a controlled way 	<ul style="list-style-type: none"> Use simple dance vocabulary to describe movement Talk about dance, linking movement to moods, ideas and feelings 	<ul style="list-style-type: none"> Know where their heart is and understand why it beats faster
Teaching Activities			
<ul style="list-style-type: none"> Ask the children to copy and explore basic body actions, e.g. travel, jump, turn, gesture, stillness. Give them a range of stimuli e.g. words, poetry, pictures, sounds and objects and ask them to respond with different actions Ask the children to use different 	<ul style="list-style-type: none"> Ask the children to choose some of the movements they have already explored and use them to make their own movement phrases e.g. clowns balance, tumble and fall. Help them to practise, link and repeat movements and movement phrases, emphasising the rhythmic 	<ul style="list-style-type: none"> Teach the children to sit, watch each other dancing and talk about their dances. Encourage them to explain how the dances make them feel Help the children to watch and describe actions and different qualities of movement. Ask them to describe what body actions they see 	<ul style="list-style-type: none"> Talk to the children about what happens to their breathing when they are moving quickly and when they are standing still. Ask them where their heart is. Help them to describe what happens to their heartbeat after dance activities and when they

<p>body parts to respond to stimuli e.g. jumping jacks (curled shapes to big jumps), long and wide jumps, wide eyes, wide fingers</p> <ul style="list-style-type: none"> • Teach the children to copy movements and movement patterns, e.g. follow the leader's walking and skipping patterns. To develop their range of movements, encourage the children to watch and copy other people's dance actions. Help them to change the speed of their movement e.g. clowns running fast then tumbling slowly, and the way they make their movements e.g. penguins flapping their wings lightly and waddling heavily, then flapping their wings heavily and waddling lightly. • Encourage them to move in different directions and at different levels without bumping into other children 	<p>and dynamic qualities e.g. swirling, spinning turns, softly melting, slowly sinking.</p> <ul style="list-style-type: none"> • Ask the children to show that they have clear starting and finishing positions, and to start and stop in a controlled way e.g. move and stop to a percussion instrument, or play musical statues. Ask them to include simple changes of speed and teach them to move safely in and through the space. Encourage them to perform their movement phrases and short dances with control and accuracy • Help the children to see how movements can show different moods, ideas and feelings. • Encourage them to respond to different music 	<p>and what body parts are being used. Ask them why they think particular actions have been chosen for a dance</p> <ul style="list-style-type: none"> • Ask the children to talk about how they might be more expressive in their movement 	<p>are standing still</p>
---	---	---	---------------------------

Year 2 Developing Fundamental Movement Skills through Gymnastics and Games

	Theme: <i>(units of work saved in Common/Subjects – core and foundation/ Scheme of work for PE / Year 2 units)</i>	Main focus	Links to FUNS resource cards and teachers handbook
Term 1	Balancing	Gym	
Term 2	Travelling and Control	Games	
Term 3	Turning Spinning and Twisting	Gym	
Term 4	Travelling Sending and Receiving	Games	
Term 5	Parts High and Low	Gym	
Term 6	Developing Games and Inventing Rules	Games	

2 PE sessions per week = 12 per term.

There are 6 lessons planned for each theme, which allows for up to 6 lessons to be used for practice/ extension/ development work and / or a dance unit (see below) every term.

Year 2 DANCE

<p>LEARNING INTENTIONS To perform body action with control and co-ordination; To express an idea by choosing movements to match a mood or feeling; To link actions together; To remember and repeat dance phrases; To perform short dances, showing and understanding of expression; To describe the mood, feelings and expressive qualities of dance; To describe how dancing affects the body; To know why it is important to be active; To suggest ways in which performance could be improved.</p>			
<p>Learning Objectives – Knowledge, Skills and Understanding</p>			
<p>Acquiring and developing skills</p> <ul style="list-style-type: none"> To explore, remember, repeat and link a range of actions with co-ordination 	<p>Selecting and applying skills</p> <ul style="list-style-type: none"> To compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings; choosing and varying simple compositional ideas 	<p>Evaluating and improving performance</p> <ul style="list-style-type: none"> To watch and describe dance phrases and dances, and use what they learn to improve their own work 	<p>Knowledge and understanding of fitness and health</p> <ul style="list-style-type: none"> To recognise and describe how different dance activities make them feel To understand the importance of warming up and cooling down
<p>Learning Outcomes</p>			
<ul style="list-style-type: none"> Talk about different stimuli as the starting point for creating dance phrases and short dances Explore actions in response to stimuli Explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range of possible movements 	<ul style="list-style-type: none"> Choose and link actions to make short dance phrases that express an idea, mood or feeling, and reflect rhythmic qualities Remember and repeat a short dance phrase, showing greater control, coordination and spatial awareness Perform dance phrases and short dances using rhythmic and dynamic qualities to express moods, ideas and feelings Show some sensitivity to the accompaniment 	<ul style="list-style-type: none"> Describe dance phrases and expressive qualities Say what they like and dislike, giving reasons Show an understanding of mood and describe how a dance makes them feel 	<ul style="list-style-type: none"> Know how their bodies feel after dance activities Know that they need to warm up and cool down for dance

Teaching Activities

- Ask the children to talk about the moods, ideas and feelings inspired by different stimuli. Use these stimuli as the starting point for short dance frameworks focusing on moods, ideas and feelings
- Ask the children how different stimuli make them feel e.g. hot weather might make them feel sunny, hot, happy and lazy, while foggy weather might make them feel scared and lost. Ask the children to show and tell you what type of body actions they would use to explore these feelings.
- Encourage them to vary the speed, strength, energy and tension of their movements, and to use different levels and directions. They could also try working with a partner.

- Ask the children to perform dance phrases with a clear beginning, middle and end. Help them to practise, link and repeat movements and phrases with control, co-ordination and an awareness of space. Teach them to use different dynamic and spatial qualities, e.g. travelling slowly up and down, turning quickly and lightly around the space, jumping in different directions with a partner. Help them to link movements and dance phrases fluently.
- Ask the children to describe how they feel when they see crashing waves or a wild storm. Help them to create and structure simple dance phrases based on these stimuli. Teach them to use actions with different directions, levels, speed and tension to interpret the mood and idea of the dance
- Ask the children to describe how they feel when listening to different music e.g. soft, calm classical music; loud, electronic beats; African drumming. Help them to make dance phrases that reflect the rhythmic and dynamic qualities of the music

- Ask the children to describe actions, simple dynamic qualities and the way space is used in the dances they watch.
- Encourage them to use a range of appropriate language to describe how moods, ideas and feelings are expressed through different types of action and movement
- Talk to the children about how different dances make them feel and about what they like and dislike

- Talk to the children about why dance is a healthy activity
- Ask the children to describe how their breathing, body temperature and heart rate change when they are moving quickly and standing still. Help them to understand the link between these changes when they are dancing at different speeds, rhythms and for different lengths of time
- Teach the children to use appropriate stretching exercises to warm up and cool down