



# Kenmore Park Infant & Nursery School.

## P.E. Curriculum Overview 2022-2023.



<b>Intent</b>	Our intent at Kenmore Park Infant and Nursery School is provide a P.E. curriculum that is carefully planned and sequenced so that it enables every pupil's to be able to: <b>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination</b> , and begin to apply these in a range of activities. <b>Participate in team games</b> , developing simple tactics for attacking and defending. <b>Perform dances</b> using simple movement.
<b>Implementation</b>	Through co-teaching with a sports specialist, teacher led sessions in line with NC requirements, after school clubs, active 30:30, 'Healthy Schools' Week'.
<b>Impact</b>	All groups of learners should be able to: develop and extend physical skills taught such as, core strength, co-ordination, agility and balance as part of the intended curriculum. Pupils will be provided with a broad range of opportunities to embed those skills though either competitive and co-operative physical activities, in a range of increasingly challenging situations. Pupils will themselves chose to engage in physical activities and sports during and outside of the school day into later life and adulthood.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>						
<b>EYFS statements</b>	<b>Continue to develop their movement, balancing and ball skills.</b> • <b>climb up apparatus</b> , using alternate feet. • <b>Skip, hop, stand on one leg</b> and hold a pose for a game like musical statues. • <b>Use large-muscle movements.</b> • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to <b>crawl, walk or run</b> across a plank, depending on its length and width.					
<b>Knowledge, skills and understanding I can...</b>		Begin to develop a <b>knowledge of body parts</b> and how they move.  <b>Walk in a variety of directions and speeds.</b>	Begin to develop <b>balance and core stability.</b> E.g. explore ways to move arms and legs.  Begin to <b>stop, scoop and trap objects.</b> E.g. use hands to stop a variety of objects. To use arms and body to scoop and trap.	Begin to <b>explore movement within different levels</b> E.g. produce or copy body shapes that are high, medium and low  Begin to <b>push objects</b> , like balls, away from and pull towards body.	<b>Begin to explore different ways to move:</b> sideways, zigzag, rolling. Use their feet to push or hit a ball.	<b>Begin to learn different ways to move:</b> fast, slow, forwards, backwards, in between, twist.

## Reception

<b>EYFS statements</b>	<p><b>Revise and refine the fundamental movement skills</b> they have already acquired: - <b>rolling - crawling - walking - jumping - running - hopping - skipping - climbing</b>• Progress towards a more <b>fluent style of moving, with developing control and grace</b>. • Develop the overall <b>body strength, co-ordination, balance and agility</b> needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. <b>Combine different movements with ease and fluency</b>. • <b>Confidently and safely use a range of large and small apparatus</b> indoors and outside, alone and in a group. • Further develop and refine a range of ball skills including: <b>throwing, catching, kicking, passing, batting, and aiming</b>. • Develop confidence, <b>competence, precision and accuracy</b> when engaging in activities that <b>involve a ball</b>. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes</p>					
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<b>Knowledge, skills and understanding I can...</b>	<p><b>Explore different ways of travelling</b> E.g. walking, hopping, sliding, galloping.</p>	<p><b>Explore different ways to move their bodies and equipment.</b> E.g. travel using isolated body parts- back, stomach, bottom, feet on mats and benches.</p> <p>Safely land when jumping.</p>	<p>Exploring new ways to move their bodies. E.g. <b>link together symmetrical or asymmetrical body shapes and movements</b></p> <p>Learn and refine new jumping techniques.</p> <p>Develop control when using a ball.</p>	<p><b>Explore different ways to move within a level.</b> E.g. different ways to move arms or legs when <b>low down or standing tall</b>.</p> <p>Manipulate equipment in a variety of ways.</p>	<p><b>Floor Gymnastics</b> To <b>balance</b> and take weight on different parts of my body. E.g. balance on using my feet or hands or knees.</p>	<p>To show <b>accuracy and control</b> when moving body and equipment. E.g. though 'obstacle courses'.</p>
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## Year 1

Unit/Topic	Floor Gymnastics	Gymnastics with Apparatus	Principles of dance	Dance genres	Exploring manipulative skills.	Athletic fundamentals
<b>National Curriculum</b>	<p>Pupils should <b>develop fundamental movement skills</b>, become <b>increasingly competent and confident</b> and <b>access a broad range of opportunities</b> to extend their <b>agility, balance and coordination, individually and with others</b>. Pupils should be taught to: ♣ master basic movements including <b>running, jumping, throwing and catching</b>, as well as developing <b>balance, agility and co-ordination</b>, and <b>begin to apply these in a range of activities</b> ♣ participate in <b>team games</b>, developing <b>simple tactics for attacking and defending</b> ♣ <b>perform dances using simple movement patterns</b>.</p>					
<b>Knowledge, skills and understanding I can...</b>	<p>To develop <b>coordination, balance, control and confidence</b> in gymnastic moves.</p> <p>To be able to use a</p>	<p>Understand how to <b>use Gymnastics apparatus safely</b>.</p> <p><b>Climb</b> the apparatus/wall bars (halfway) using the</p>	<p><b>Explore different types of movements</b> our bodies can make. <b>(swinging, twisting explosive</b></p>	<p><b>Talk about</b> a range of <b>disco dance movements</b> and <b>perform</b> these.</p> <p>Copy, learn and <b>perform a set routine</b> using disco dance movements.</p>	<p><b>Send a ball towards a target.</b></p> <p>Release a ball towards a <b>moving target</b>.</p>	<p><b>Explore different ways of moving.</b></p> <p><b>Jump</b> over an object with <b>two feet</b>.</p>

	<p><b>safe jumping technique</b> (take-off and <b>landing</b> with knees bent)</p> <p><b>Perform simple jumps (pencil jump and tuck jump).</b></p> <p><b>Travel using safe posture</b> (walking with quality, forwards and side stepping)</p> <p>Demonstrate a range of <b>patch and point balances.</b></p> <p>Demonstrate a range of simple <b>rolls (log and egg roll)</b> including the introduction to a forward roll.</p> <p>Learn, follow and <b>perform</b> a teacher's <b>gymnastics sequence.</b></p>	<p>correct technique – <b>mounting, dismounting, fist grip.</b></p> <p><b>Hang and hold my body weight for 3 secs.</b></p> <p><b>Perform</b> some of the <b>four main</b> gymnastics movements (<b>rolls, jumps, balances &amp; travelling steps</b>) on and off of apparatus</p> <p>Experiment with <b>push and pull movements</b> on apparatus.</p> <p>Explore <b>moving over, under</b> and through apparatus.</p> <p><b>Create a mini-sequence</b> and incorporate apparatus into it.</p>	<p><b>movements)</b></p> <p><b>Move with music</b> with different <b>rhythms, speeds and moods.</b></p> <p><b>Explore different shapes</b> they can make with their bodies to show or represent something.</p>	<p>Describe what <b>'The Hustle'</b> is and be able to <b>perform one</b> and use different directions in dance.</p> <p><b>Create</b> my own disco dance movement with a partner.</p>	<p><b>Move with a ball using our feet.</b></p> <p><b>Change direction</b> with a ball using our feet.</p> <p><b>Dribble</b> with a <b>ball</b> using my hands.</p> <p><b>Move with a ball and keep it away from another player</b> using my hands.</p>	<p>Jump for <b>distance</b> with two feet.</p> <p><b>Throw an object at a target</b></p> <p>Explore <b>different ways of jumping</b> over obstacles</p> <p>Throw an object as far as possible</p> <p><b>Choose the best way to throw different objects</b></p> <p>Run over obstacles with <b>control.</b></p> <p>Throw a ball using a <b>push throw.</b></p>
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**Year 2**

Unit/Topic	Floor Gymnastics	Gymnastics with Apparatus	Principles of dance	Dance genres	Exploring manipulative skills.	Athletic fundamentals
<b>National Curriculum</b>	<p>Pupils should develop fundamental movement skills, <b>become increasingly competent and confident</b> and access a broad range of opportunities to extend their <b>agility, balance and coordination, individually and with others.</b> They should be able to engage <b>in competitive</b> (both against self and against others) and <b>co-operative physical activities</b>, in a <b>range of increasingly challenging situations.</b> Pupils should be taught to: ♣ <b>master basic movements including running, jumping, throwing and catching</b>, as well as <b>developing balance, agility and co-ordination</b>, and begin to apply these in a range of activities ♣ <b>participate in team games, developing simple tactics for attacking and defending</b> ♣ <b>perform dances using simple movement patterns</b></p>					

<p><b>Knowledge, skills and understanding I can ...</b></p>	<p><b>Understand what body tension is</b> and be able to demonstrate this with a range of movements.</p> <p><b>Demonstrate safe jumping technique</b> with a variety of simple jumps (star jump)</p> <p><b>Travel in a variety of ways</b> and in different directions (walking with quality backwards and lift knees travelling)</p> <p><b>Demonstrate a range of simple rolls</b> with variations (<b>dish roll, egg star open roll and rock and roll</b>) and demonstrate the 6 positions of a forward roll.</p> <p>Learn, follow and <b>perform a teacher's gymnastics sequence.</b></p>	<p><b>Climb</b> the apparatus/wall bars (to the top) <b>using the correct technique</b>, and also travel across the wall bars sideways.</p> <p><b>Hang and hold my body weight for 5 secs.</b></p> <p><b>Perform</b> a sequence of <b>3 balances</b> on a range of apparatuses.</p> <p><b>Perform</b> some of the <b>four main gymnastics movements (rolls, jumps, balances &amp; travelling steps)</b> on and off of apparatus.</p> <p><b>Demonstrate</b> how to <b>mount a table by jumping.</b></p> <p>Explore and demonstrate <b>smooth transitions between different Gymnastics skills</b>, and skills performed on the</p>	<p><b>Explore and demonstrate different ways of travelling.</b></p> <p>Understand the <b>difference between direction and pathways.</b></p> <p><b>Link 3 movements</b> together (<b>jumps, gestures and turns</b>) to create a <b>mini sequence/routine.</b></p>	<p><b>Perform</b> a basic range of <b>African dance movements.</b></p> <p><b>Copy, learn and be able to perform a set routine</b> using core movement of <b>African dance.</b></p> <p><b>Demonstrate clear characteristics of the African dance style- strong arm movements, heavy stamping, moving around a spot, percussion movements.</b></p> <p><b>Use basic choreographic devices</b> such as unison, call and response and freestyle in their choreography/performance.</p>	<p><b>Roll a ball</b> along the floor and <b>hit a target</b></p> <p><b>Throw a ball underarm</b> and hit a moving target in a game</p> <p><b>Dribble</b> with a football and <b>avoid others</b></p> <p><b>Dribble</b> with a football and <b>get past a guard</b></p> <p><b>Dribble a basketball using both right and left hands</b></p> <p><b>Dribble a basketball</b> and <b>protect it from other players</b></p>	<p><b>Develop running</b> with a good posture</p> <p><b>Jump</b> quickly from side to side showing <b>coordination and balance</b></p> <p><b>Select</b> the best way to jump over different distances</p> <p><b>Develop throwing</b> for distance with a pull throw</p> <p><b>Throw a ball using a bounce-push throw</b></p> <p><b>Combine hops and jumps</b> together in a sequence</p> <p><b>Run on a curve</b> with <b>coordination and control</b></p> <p><b>Throw a foam javelin using a pull throw</b></p> <p><b>Accelerate</b> quickly whilst taking part in a <b>sprint relay</b></p>
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		floor and on apparatus.  <b>Create a sequence</b> in a group using skills on both the floor and on apparatus.				<b>race.</b>  <b>Demonstrate the ability to jump for distance from one foot to two feet</b>
<b>Next steps(Yr 3)</b>	<p> <b>Use running, jumping, throwing and catching</b> in isolation and in combination ♣ <b>play competitive games</b>, modified where appropriate [for example, <b>badminton, basketball, cricket, football, hockey, netball, rounders and tennis</b>], and <b>apply basic principles</b> suitable for <b>attacking and defending</b> ♣ <b>develop flexibility, strength, technique, control and balance</b> [for example, through athletics and gymnastics] ♣ <b>perform dances</b> using a range of movement patterns ♣ <b>take part in outdoor and adventurous activity challenges</b> both individually and within a team ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best         </p>					