



Kenmore Park Infant & Nursery School.

P.E. Curriculum Overview.



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| Intent | 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: 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. |
| Implementation | Through co-teaching with a sports specialist, teacher led sessions in line with NC requirements, after school clubs, active 30:30, 'Healthy Schools' Week'. |
| Impact | 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 |
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| Nursery | | | | | | |
| EYFS statements | <p>Continue to develop their movement, balancing and ball skills. • climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements. • 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> | | | | | |
| Knowledge, skills and understanding I can... | | <p>Begin to develop a knowledge of body parts and how they move.</p> <p>Walk in a variety of directions and speeds.</p> | <p>Begin to develop balance and core stability. E.g. explore ways to move arms and legs.</p> <p>Begin to stop, scoop and trap objects. E.g. use hands to stop a variety of objects. To use arms and body to scoop and trap.</p> | <p>Begin to explore movement within different levels E.g. produce or copy body shapes that are high, medium and low</p> <p>Begin to push objects, like balls, away from and pull towards body.</p> | <p>Begin to explore different ways to move: sideways, zigzag, rolling. Use their feet to push or hit a ball.</p> | <p>Begin to learn different ways to move: fast, slow, forwards, backwards, in between, twist.</p> |

Reception

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| EYFS statements | <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing• Progress towards a more fluent style of moving, with developing control and grace. • 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 and swimming. Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • 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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| Knowledge, skills and understanding I can... | <p>Explore different ways of travelling E.g. walking, hopping, sliding, galloping.</p> | <p>Explore different ways to move their bodies and equipment. 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. link together symmetrical or asymmetrical body shapes and movements</p> <p>Learn and refine new jumping techniques.</p> <p>Develop control when using a ball.</p> | <p>Explore different ways to move within a level. E.g. different ways to move arms or legs when low down or standing tall.</p> <p>Manipulate equipment in a variety of ways.</p> | <p>Floor Gymnastics To balance and take weight on different parts of my body. E.g. balance on using my feet or hands or knees.</p> | <p>To show accuracy and control 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 |
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| National Curriculum | <p>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. 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.</p> | | | | | |
| Knowledge, skills and understanding I can... | <p>To develop coordination, balance, control and confidence in gymnastic moves.</p> <p>To be able to use a</p> | <p>Understand how to use Gymnastics apparatus safely.</p> <p>Climb the apparatus/wall bars (halfway) using the</p> | <p>Explore different types of movements our bodies can make. (swinging, twisting explosive</p> | <p>Talk about a range of disco dance movements and perform these.</p> <p>Copy, learn and perform a set routine using disco dance movements.</p> | <p>Send a ball towards a target.</p> <p>Release a ball towards a moving target.</p> | <p>Explore different ways of moving.</p> <p>Jump over an object with two feet.</p> |

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

| Unit/Topic | Floor Gymnastics | Gymnastics with Apparatus | Principles of dance | Dance genres | Exploring manipulative skills. | Athletic fundamentals |
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| National Curriculum | <p>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</p> | | | | | |

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