

PHYSICAL EDUCATION

Document 1: Whole School Knowledge Progression

Physical Education Intent / Rationale:

We believe that the core knowledge taught in PE lessons is essential for all children to help them learn how to lead a healthy and active lifestyles, now and in the future as adults. In PE they develop the skills needed for a range of activities and learn about teamwork, resilience, respect and sportsmanship. Physical activity will be threaded through lessons and not just taught in PE. Physical activity is key in maintaining children's mental health and wellbeing. **PE teaching should provide the foundation for a deep interest in physical activity and sport into adulthood.** By the end of their infant school years our children will have begun to develop the fundamental movements required (coordination, balance, agility, running, jumping, throwing and catching) to take part in any team game or sport.

Core Principles for the Teaching of PE at Robert Miles Infant School

Pupils at Robert Miles Infant School learn through a PE curriculum that will:

- **develop excitement and curiosity about** different sports through the skills they are taught and opportunities they are given;
- **give children the confidence to** practise and apply skills, to take part in team games and engage in competitive activity;
- **explore** how to use imagination and creativity to choreograph sequences of movements;
- **develop knowledge** and deepen children's critical thinking skills while helping themselves and others improve performances;
- **ensure their accurate use and understanding of specific vocabulary;**
- **inspire and challenge them** through the provision of different experiences;
- **empower them to** have fun while developing positive attitudes towards physical activity and PE.

EYFS (Reception)

	Physical Development	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. • Develop overall body strength, balance, coordination and agility. • Know and talk about the different factors that support overall health and well-being: regular physical activity
	Expressive Arts and Design (EA+D)	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • 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.
Early Learning Goal	Personal, Social and Emotional Development: Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing. • Work and play cooperatively and take turns with others. (Building Relationships)
	Physical Development: Gross Motor Skills	<ul style="list-style-type: none"> • 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.
	EA+D	<ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

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The National Curriculum for PE 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.

National Curriculum (KS1)

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.

RMI school-wide threads:

- ❖ **Positive Attitudes for Learning (PAL):** We will develop positive learning behaviours and attitudes, focusing on engagement, motivation and critical thinking.
- ❖ **Equality and Diversity:** We aim to provide an equitable start for our children, where communalities and differences are valued and celebrated. Our pupils will develop cultural awareness through a diverse and inclusive curriculum.
- ❖ **Reading at the heart of everything we do:** We will develop confident readers, instil a love of reading and provide purposeful cross-curricular reading opportunities.
- ❖ **Develop an understanding of how to care for our environment:** We will support children to take an interest and responsibility, as global citizens and custodians of our planet.

Concepts of our PE curriculum at RMI:

- ❖ **Healthy lifestyles:** We will promote and share the importance of a healthy, active lifestyle at every opportunity.
- ❖ **Sporting behaviour:** We will teach children about the importance of fairness and respect in sport, so that they play within the rules and understand and demonstrate good sportsmanship.

Area of study	Reception	Year 1	Year 2	Year 3
Gymnastics (Cont. on page 3)	<p>To build on prior knowledge and:</p> <p>know how to travel in different ways;</p> <p>know how to move around in space and around apparatus safely;</p> <p>know how to perform a log roll;</p> <p>know how to jump off low apparatus and land safely;</p> <p>know how to use my body to make shapes and demonstrate it;</p> <p>know how to balance and demonstrate balances on different parts of my body;</p>	<p>To build on prior knowledge and:</p> <p>know how to travel along different pathways using different levels;</p> <p>know how to move around space safely;</p> <p>know what a log roll is and can perform it</p> <p>know what a tuck roll is and perform it;</p> <p>know what a pencil jump is, execute it and land safely;</p> <p>know what a star jump is, execute it and land safely;</p> <p>know how to land safely by bending my knees and landing in a sitting position;</p> <p>can demonstrate balances using different parts of my body including the dish and arch shapes;</p> <p>know I can hold my weight on my hands;</p>	<p>To build on prior knowledge and:</p> <p>know how to travel along a pathway in different ways using high, low, narrow and wide shapes and demonstrate it;</p> <p>know how to perform a log roll and know to keep my legs together with pointed toes, use straight arms;</p> <p>know how to perform a tuck roll and know how to start with my arms out and bring them into a tuck to roll;</p> <p>perform a pencil jump and land safely;</p> <p>perform a star jump and land safely;</p> <p>know how to land safely by bending my knees and landing in a sitting position;</p> <p>perform a front-support position;</p> <p>perform a back-support position;</p>	<p><i>To be added, in liaison with the linked junior school</i></p>

PHYSICAL EDUCATION - Document 1: Whole School Knowledge Progression

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Gymnastics <i>(Cont. from page 2)</i>	To build on prior knowledge and: know how to hold my weight on my hands (e.g bunny hop) and demonstrate it; know how put a sequence of 3 movements together and demonstrate it know I need to bend my knees when I land.	To build on prior knowledge and: know how to put together a sequence of 5 moves and demonstrate it; know my heart beats faster when I exercise; know I breathe faster when I exercise; know I need to warm up; can say what I like about someone's sequence; begin to make suggestions for improvements.	To build on prior knowledge and: know how to put together a sequence of 5 moves and remember it to perform on more than one occasion; know why my heart beats faster when I exercise. can say what is good about someone's performance; can make suggestions for improvements; can act on these suggestions to improve my sequence.	<i>To be added, in liaison with the linked junior school</i>
Games <i>(Cont. on page 4)</i>	To build on prior knowledge and: know how to move around space safely and change speed; can travel in different directions; am aware of others when moving around; can run in a straight line; know how to jump over low obstacles and demonstrate it; can run fast when competing.	To build on prior knowledge and: know how to move safely in space and am aware of where others are; can adjust speed and direction to avoid obstacles; can work with a partner (cooperation); can play small team games; can compete against myself and others; can watch and copy what others are doing; can say what is good about the skills someone is using; know how to use my arms when running (hip to lip); can remember, repeat and link combinations of actions.	To build on prior knowledge and: know how to move safely around space, showing an awareness of where others are; can adjust speed and direction to dodge others and obstacles when moving in space; can work with a partner and in a small group (cooperation); can play a small team game; can compete against myself and others; can watch, copy and make improvements on what I have seen when learning a new skill; can give simple instructions on how someone can make improvements to the skill they are performing; begin to understand how to defend / attack; can use a good running technique (hip to lip, opposite arm to leg); can remember, repeat and link combinations of actions (e.g. javelin throw).	

PHYSICAL EDUCATION - Document 1: Whole School Knowledge Progression

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<p>Games – Ball Skills (Cont. from page 3)</p>	<p>To build on prior knowledge and:</p> <ul style="list-style-type: none"> can push a large ball along the ground; can roll a large ball to a partner; can hold a large ball/ beanbag with 2 hands; can pass the small ball/ beanbag/scarf from one hand to another; can pat a ball and make it bounce; can throw the large ball/ beanbag/ scarf underarm; can place my hands together in a catching position; can catch a large ball/ beanbag /scarf; can kick a ball along the ground; am beginning to control the ball when dribbling; can kick a ball towards a target; can push a ball along the ground with a bat; can hit a ball along the ground to a partner; can balance a ball on a bat; can hit a ball down making it bounce; can hit a ball towards a target; can aim at a target and throw a ball; can throw a ball overarm. 	<p>To build on prior knowledge and:</p> <ul style="list-style-type: none"> know how to roll a ball to a partner can pass the ball to a partner (rolling) can bounce the ball to a partner can throw a ball/ beanbag/ quoit accurately to a partner and myself. know how to get ready to catch (hands together in a cup shape, looking at the ball, hug once caught) can catch a large ball/ beanbag/ quoit can send a ball/ beanbag high, low using underarm and overarm throws. can aim and throw a ball/beanbag/ quoit at a target. can kick a ball to a partner. can kick a ball at a target. can dribble a ball with some control around a space. can bounce a ball with a bat/racket can strike a ball with a bat/ hockey stick along the ground. can strike a ball with a bat/ hockey stick at a target. can strike a ball which has been thrown to me can attack and defend when playing a small game. 	<p>To build on prior knowledge and:</p> <ul style="list-style-type: none"> can choose how to send a ball to a partner using a variety of ways (throw, roll, bounce pass, one hand, two hands, kick etc) depending on the type of equipment I am using. (ball, beanbag, quoit, scarf); can throw and catch a variety of equipment (using underarm, overarm and push passes); know how to catch (receive) a ball / other piece of equipment. (hands together in a cup shape, looking at the object, hug once caught) and I can tell others how to do it; begin to understand how to adjust my body to catch an object; can send a ball at different heights and speeds; can aim at a stationary or moving target to send a ball/ beanbag etc; can track the path of a ball and move to intercept it; can dribble a ball in space avoiding other children; can dribble a ball at different speeds and stop it; can return a ball by hitting it when it has been hit to me; can hit a ball over a net; can defend a goal using my feet, hands, hockey stick/bat; can retrieve a ball when fielding and return it; can work with a partner or small team to attack and defend. 	<p><i>To be added, in liaison with the linked junior school</i></p>

PHYSICAL EDUCATION - Document 1: Whole School Knowledge Progression

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Dance	<p>To build on prior knowledge and:</p> <p>move confidently and safely in space;</p> <p>can show good control and coordination in large and small movements;</p> <p>respond to a stimulus and move in a variety of ways, e.g animals, crawling, sliding;</p> <p>move at different levels;</p> <p>can change the speed of my movements;</p> <p>can stretch and curl my body into different shapes;</p> <p>can copy movements and remember them;</p> <p>can join a range of movements together;</p> <p>begin to move in time to the beat;</p> <p>can talk about what I have done;</p> <p>can talk about what others have done;</p> <p>can link some dance moves together to create a dance sequence.</p>	<p>To build on prior knowledge and:</p> <p>move confidently and safely in space;</p> <p>can listen to the music before moving;</p> <p>can copy and repeat actions;</p> <p>can develop a dance motif (recurring element) and use this throughout the dance;</p> <p>can put a sequence of actions together to create a dance;</p> <p>can vary the speed of my actions;</p> <p>can use simple choreographic devices such as unison (2 or more dancers moving together at the same time), canon (a move that is copied and repeated) and mirroring;</p> <p>can perform a range of actions with some coordination;</p> <p>can watch and describe performances;</p> <p>begin to say how a dance could be improved.</p>	<p>To build on prior knowledge and:</p> <p>copy, remember and repeat actions;</p> <p>can create a short motif inspired by a stimulus;</p> <p>can change the speed and level of my actions;</p> <p>can use simple choreographic devices such as unison (2 or more dancers moving together at the same time), canon (a move that is copied and repeated) and mirroring with increasing control;</p> <p>can use different transitions within a dance;</p> <p>can move in time to the music;</p> <p>can improve the timings of my actions;</p> <p>can perform learnt skills with increasing control;</p> <p>can perform sequences of my own composition with coordination;</p> <p>can watch and describe performances;</p> <p>can use what I see to improve my own performance;</p> <p>can talk about the differences between my work and that of others.</p>	<p><i>To be added, in liaison with the linked junior school</i></p>
Healthy and active lifestyles	<p>To build on prior knowledge and:</p> <p>know I need to warm up and cool down;</p> <p>can say what exercise is;</p> <p>can spot some of the effects physical activity has on my body;</p> <p>can take part in a variety of active breaks during the day.</p> <p>Can talk about some of the things that keep me healthy.</p>	<p>To build on prior knowledge and:</p> <p>begin to understand why I need to warm up and cool down;</p> <p>know what exercise is;</p> <p>know exercise is important to help us stay healthy;</p> <p>know of a number of things I can do to keep me healthy;</p> <p>can talk about some of the effects exercise has on my body.</p>	<p>To build on prior knowledge and:</p> <p>know why I need to warm up and cool down;</p> <p>can suggest a range of activities to keep me healthy;</p> <p>know why exercise is important to keep me healthy and can give some reasons why;</p> <p>know why we breathe faster when we exercise;</p> <p>know my heart beats faster when I exercise; and pumps blood around my body.</p>	