



Chandag Infant School - P.E. Scheme of Work

Our high quality physical education curriculum aims to inspire all pupils to succeed and excel in sport and other physically-demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. There are opportunities to take part in sport and other activities which build character and help to embed values such as fairness and respect.

The 'Real PE' scheme of work is used to develop fundamental movement skills throughout Key Stage 1. Alongside the fundamental movement skills 'Real PE' integrates and develops key abilities: physical, health and fitness, personal, social, cognitive and creative. Children need these abilities to succeed not only in sport but across the whole curriculum. The Real PE scheme is child centered with a cyclical coverage of the Fundamental Movement skills (see curriculum map below). Children are increasingly challenged from their own starting point.

Curriculum map for 'Real PE':

Term 1 – Co-ordination, Static Balance, Dynamic Balance – agility, Static Balance and Personal abilities

Term 2 – Dynamic Balance - agility, Static Balance - seated and Social abilities

Term 3 – Dynamic Balance, Static Balance - seated and Cognitive abilities

Term 4 – Co-ordination – ball skills, Counter Balance and Creative abilities

Term 5 – Co-ordination with equipment, Agility Reaction/Response and Physical abilities

Term 6 – Agility – ball chasing, Static Balance – floor and Health and Fitness abilities

EYFS

Physical Education is incorporated in prime and specific areas of learning and their associated Early Learning Goals. The 'Real PE' scheme of work introduces and develops fundamental movement skills and multi-abilities identified in the curriculum map.

Communication and Language development involves giving children opportunities to speak and listen in a range of situations.

ELG 01 Listening and attention: Children listen attentively in a range of situations,

ELG 02 Understanding: Children follow instructions involving several ideas or actions.

Physical development: opportunities to develop moving and handling skills and health and self care. Children given opportunities to be active and interactive and to develop their co-ordination, control and movement.

Personal, social and emotional development: helping children to develop a positive sense of themselves and others; to understand appropriate behaviour in groups



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and to have confidence in their own abilities.

ELG 07 Managing feelings and behaviour: children work as part of a group or class.

ELG 08 Making relationships:

Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity.

Expressive arts and design involves supporting children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, **movement, dance**, role play, and design and technology.

ELG 16 Exploring and using media and materials: Children sing songs, make music and **dance**, and experiment with ways of changing them.

ELG 17 Being imaginative: Children represent their own idea, thoughts and feelings through . . . art, music, **dance**, role play and stories.



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In **Years 1 and 2** pupils are taught to:

- develop fundamental movement skills and increase confidence and competence in these skills
- extend agility, balance and co-ordination individually and with others
- participate in competitive (both against self and against others) and co-operative physical activities

The **National Curriculum for P.E. key stage 1** aims to ensure that all pupils:

- 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

<u>Y1 Skills</u>	<u>Topics and Learning Activities in Year 1</u>
<p>Y1: Autumn 1 Fundamental Movement Skills and Dance (topic related) Autumn 2 Fundamental Movement Skills and Gymnastics Spring 3 Fundamental Movement Skills and Dance (topic related) Spring 4 Fundamental Movement skills and Gymnastics Summer 5 Fundamental Movement Skills and Games Summer 6 Fundamental Movement Skills and Games</p>	<p>Autumn 1 Superheroes;; Harvest from around the world Autumn 2 Celebrations and Seasons: Christmas Spring 1 Go Wild: animals. Chinese New year. Spring 2 Once upon a time Summer 1 Into the woods Summer 2 Beside the sea: seaside through history</p>



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<u>Y2 Skills</u>	<u>Topics and Learning Activities in Year 2</u>
<p>Y2: Autumn 1 Fundamental Movement Skills and Games Autumn 2 Fundamental Movement Skills and Gymnastics Spring 3 Fundamental Movement Skills and Dance (topic related) Spring 4 Fundamental Movement skills and Gymnastics Summer 5 Fundamental Movement Skills and Games Summer 6 Fundamental Movement Skills and Dance (topic related)</p>	<p>Autumn 1: Wow science! Healthy living/Food Autumn 2: Rain Underwater: ‘ Spring 1: Space: To infinity and beyond! Spring 2: Once upon a time: Summer 1: Tiddalik/Australia Summer 2: Animals, life cycles and habitats.</p>

Gymnastics and Dance

	Year1	Year 2	Year 2 /3
Gymnastics	Explore gymnastics actions and still shapes Move confidently and safely in their own and general space, using change of speed and direction Copy or create and link movement phrases with beginnings, middles and ends Perform movement phrases using a range of body actions and body parts	Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision Choose, use and vary simple compositional ideas in the sequences they create and perform Recognise and describe what their bodies feel like during different types of activity	Consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements Improve their ability to select appropriate actions and use simple compositional ideas Recognise and describe the short term effects of exercise on the body during different activities Know the importance of suppleness and



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	<p>Know how to carry and place equipment Recognise how their body feels when still and when exercising Watch, copy and describe what they and others have done</p>	<p>lift, move and place equipment safely Improve their work using information they have gained by watching, listening and investigating</p>	<p>strength Describe and evaluate the effectiveness and quality of a performance Recognise how their own performance has improved</p>
<p>Dance</p>	<p>Explore movement ideas and respond imaginatively to a range of stimuli Move confidently and safely in their own and general space, using changes of speed, level and direction Compose and link movement to make simple dances with clear beginnings, middles and ends Perform movement phrases using a range of body actions and body parts Recognise how their body feels when still and exercising Talk about dance ideas inspired by different stimuli Copy, watch and describe dance movemen</p>	<p>Explore, remember, repeat and link a range of actions with coordination, control and an awareness of the expressive qualities of dance Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas Recognise and describe how different dance activities make them feel Understand the importance of warming up and cooling down Watch and describe dance phrases and dances and use what they learn to improve their own work</p>	<p>Improvise freely on their own and with a partner, translating ideas from a stimulus into movement Create and link dance phrases using a simple dance structure or motif Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups Keep up activity over a period of time and know they need to warm up and cool down for dance Describe and evaluate some of the compositional features of dances performed with a partner and in a group Talk about how they might improve their dances</p>