



St Mary and St Paul's

Physical Education



We are using the bespoke Scheme of Work to create our lessons and this is where our topics are developed from. We also have external coaches to come to deliver a number of our sessions throughout the year.

| | Autumn | Spring | Summer |
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| Year 1 | Aut 1 – Ball skills Aut 2 – Gymnastics | Spr 1 – Dance Spr 2 – Gymnastics | Sum 1 – Athletics Sum 2 – Invasion Games |
| Year 2 | Aut 1 – Ball skills Aut 2 – Gymnastics | Spr 1 – Dance Spr 2 – Gymnastics | Sum 1 – Athletics Sum 2 – Invasion Games |
| Year 3 | Aut 1 – Tag Rugby Aut 2 – Gymnastics | Spr 1 – Dance Spr 2 – Rounders | Sum 1 – Athletics Sum 2 - Tennis |
| Year 4 | Aut 1 – Netball Aut 2 – Gymnastics | Spr 1 – Dance Spr 2 – Tennis | Sum 1 – Athletics Sum 2 - Rounders |
| Year 5 | Aut 1 – Football Aut 2 – Gymnastics | Spr 1 – Dance Spr 2 – Badminton | Sum 1 – Athletics Sum 2 – Cricket |
| Year 6 | Aut 1 – Football Aut 2 – Badminton | Spr 1 – Dance Spr 2 – Gymnastics | Sum 1 – Athletics Sum 2 – Cricket |

Residential - Outdoor

Where we find Physical Education in our EYFS Curriculum?

| EYFS assessment criteria | Curriculum in Nursery | Curriculum in Reception |
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| <p>Mathematics - spacial awareness</p> | <p>Responding to and uses language of position and direction.</p> | <p>Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints.</p> |
| <p>Physical Development - Moving & Handling</p> | <p>Climbing stairs, steps and moves across climbing equipment using alternate feet. Maintaining balance using hands and body to stabilise. Walking down steps or slopes whilst carrying a small objects, maintaining balance and stability. Running with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can balance on one foot or in a squat momentarily, shifting body weight to improve stability. Can grasp and release with two hands to throw and catch a large ball, beanbag or an object. Creating lines and circles pivoting from shoulder and elbow.</p> | <p>Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk. Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> |
| <p>Physical Development - Health & Self Care</p> | <p>Observing and can describe in words or actions the effects of physical activity on their bodies. Can name and identify different parts of the body. Taking practical action to reduce risk showing their understanding that equipment and tools can be used safely. Observing and controlling their breathing, able to take deep breaths, scrunching and releasing the breath.</p> | <p>Can initiate and describe playful actions or movements for other children to mirror and follow. Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience.</p> |
| <p>EAD - Being Imaginative & Expressive</p> | <p>Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously.</p> | <p>Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences. Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes. Uses</p> |

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| | | combinations of art forms, e.g. moving and singing, making and dramatic play. |
| Expressive Art and Design - Creating with Materials | Continuing to explore moving in a range of ways, creating own patterns. Enjoying joining in with moving, dancing and ring games. | Begins to build a collection of songs and dances. Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. |