

Physical Education

P.E. should inspire pupils to succeed and take part in competitive sports and other physically demanding activities.

	<u>Reception</u>	<u>Years 1 and 2</u>	
EYFS (Reception)/National Curriculum Objectives (Years 1 and 2)	<ul style="list-style-type: none"> Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. 	<ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, 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 	
Cecil Gowing's curriculum coverage	<p style="text-align: center;"><u>Dance and Gymnastics</u></p> <ul style="list-style-type: none"> To copy dance moves. To perform some dance moves. To move around the space safely. To copy simple moves and repeat them. To roll in different ways. To travel in different ways. To balance in different ways. To stretch in different ways. To curl in different ways. To use outdoor play equipment. To use challenge cards. To use vocabulary related to the subject, e.g. travel, balance, copy, repeat, etc. <p style="text-align: center;"><u>Ball skills/athletics</u></p> <ul style="list-style-type: none"> To roll a ball, chase and collect it. 	<p style="text-align: center;"><u>Year 1</u></p> <p style="text-align: center;"><u>Dance and Gymnastics</u></p> <ul style="list-style-type: none"> To make up a short dance using at least 3 different manoeuvres. Dance imaginatively. To change rhythm, speed, level and direction. To control their body when travelling. To control their body when balancing. To climb safely. To copy a sequence of movements. To use outdoor climbing equipment. To use challenge cards. To learn vocabulary related to the subject, e.g. pike, tuck, speed, etc. <p style="text-align: center;"><u>Ball skills/athletics</u></p> <ul style="list-style-type: none"> To develop a range of throws both 	<p style="text-align: center;"><u>Year 2</u></p> <p style="text-align: center;"><u>Dance and Gymnastics</u></p> <ul style="list-style-type: none"> To dance with control and coordination independently and as part of a group. To make a sequence by linking sections together. To link some movement to show a mood or feeling. To use contrast in sequences. To show movements that are controlled. To think of more than one way to create a sequence which follows a set of 'rules'. To take part in competitions out of school, e.g. gym and golf. To learn vocabulary such as routine, link, flow, poise, etc. <p style="text-align: center;"><u>Ball skills/athletics</u></p> <ul style="list-style-type: none"> Develop a range of throws over a

	<ul style="list-style-type: none"> • Bounce, catch and throw individually. • Run in a straight line. • Coordinate legs and arms for a range of athletic movements • Use Jump Start Johnny as a stimulus. • To take part in Race for Life. • Learn vocabulary related to the subject, e.g. jump, roll, catch, throw, stop, bounce, hop, skip, etc. 	<ul style="list-style-type: none"> • over and under arm. • Aim and strike a target with increasing accuracy and control. • Athletic movements with increasing coordination over a range of distances. • Learn simple rules and tactics for games. • To take part in Race for Life. • Learn and use vocabulary related to the subject, e.g. rebound, side steps, pivot, etc. 	<ul style="list-style-type: none"> • variety of distance, direction. • To introduce the bounce pass. • To aim and strike a target with control and accuracy. • Athletic movements in a controlled coordinated measured distance. • Enhance tactics for attacking and defending games. • Attend cluster competitions against other schools. • To take part in Race for Life. • Learn and use vocabulary relate to the subject, e.g. aim, control, focus, direction, etc.
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Well Being and Health	<ul style="list-style-type: none"> • Understanding of the key elements to a healthy lifestyle. • Understanding of their body mechanics. • Food and hygiene. • Exercise and lifestyle. • Relaxation and well being.
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Outdoor Learning Opportunities	<p><i>Activities such as...</i></p> <p>Emergency services bike role play, climbing wall, habitats/maps, woodwork, treasure hunt, camp fire/cooking, gardening/maintenance, archery, woodland crowns, games in the woods, weather, art using natural materials, bug hunting and identification, mud kitchen potion making, bird feeders/watching, litter picking, pond dipping and den building.</p>
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