



PE Curriculum Progression Map

<u>Intent</u>	<u>Implementation</u>
<p>It is our intent at West Earlham Infant and Nursery School to teach children life skills that will positively impact on their future. We aim to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical activities and allow pupils to become physically confident in a way which supports their health and fitness.</p> <p>This will be achieved through a wide variety of sports. We want to teach children how to cooperate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values. Additionally, we want to teach children to become resilient, develop a growth mindset and persevere through challenges.</p> <p>PE at West Earlham Infant & Nursery School will:</p> <ul style="list-style-type: none">● Give pupils experience of a broad range of physical activities● Provide opportunities to be physically active for sustained periods of time● Introduce competitive sports and activities● Develop pupils' understanding of how to lead healthy and active lives● Develop fundamental movement skills which can be applied in a range of activities● Provide opportunities to participate in team games	<p>The teaching of PE at West Earlham Infant and Nursery School in Key Stage 1 follows the National Curriculum and is supported by use of the PE scheme "Get Set 4 PE" to deliver a range of high quality PE lessons to our children. Children in KS1 participate in weekly PE lessons in addition to physical activity integrated into the curriculum each day. Our PE programme incorporates a variety of sports to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses.</p> <p>In everyday cross curricular teaching children are given the opportunities to stretch and move as part of age-appropriate learning breaks. In addition, lessons across the curriculum are active wherever possible, helping to develop fine and gross motor skills. Lunchtimes are supported by an external agency (CSF) where a range of activities are organised to keep the children active, and we provide opportunities for children to engage in extra-curricular activities during and after school. This is an inclusive approach which endeavours to encourage not only physical development but also to improve well-being.</p> <p>All children have the opportunity to run the WEINS mile on our track for a movement break in between lessons. This enables children to increase their fitness levels at playtimes and throughout their weekly curriculum.</p> <p>Our school organises an annual "fun" School Sports Day. Our families are invited to join the children at these events, making exercise fun.</p> <p>Children in EYFS have a large outdoor area to develop their physical skills daily as part of their everyday provision. The outdoor area has been designed with the development of children's physical development at the forefront. The equipment strengthens children's gross motor skills which in turn supports the strengthening of children's fine motor skills.</p>

	<p>Using our Sports Premium Funding we offer equipment to encourage children to be more active at playtimes. Sports Premium Funding is also used to deliver high quality swimming lessons for our Year 2 children in the Summer term.</p> <p>After school clubs are offered to KS1 children and include a range of physical activities; eg tennis, multi-skills, tag rugby, team building games.</p> <p>Sensory Circuits are held daily for selected children when a need has been identified. This includes “Funky Friday Dance” and “Yoga Thursday”</p> <p>Staff have access to a “working wall” in the hall where there is a selection of activities for sensory circuits for the 3 stages (Alert, Organise, Calming). This can be used when children are dysregulated in class at any time of day.</p>
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Our children will experience:	Nursery	Reception	Year 1	Year 2
<p>An expansive outdoor provision in EYFS which supports the children’s physical development, both fine motor and gross motor skills.</p> <p>A well developed outside play area in KS1, with climbing equipment, Wild wood trail, grass ball sport area, paved ball area and WEINS mile track.</p> <p>Children in Year 2 undertake an intensive swimming and water safety course in the summer term. This develops their passion for fitness but most importantly their water confidence.</p>	<p>Learning themes:</p> <p>Gross Motor Skills:</p> <ul style="list-style-type: none"> • Tummy time, • Moving and manipulating large equipment to build structures (digging in tough mud pit, carrying heavy buckets, lifting/rolling tyres). • Large construction • climbing, small play frame equipment (tunnels, slides). 	<p>Learning themes:</p> <p>Music and Movement</p> <p>Simple P.E skills:</p> <ul style="list-style-type: none"> • throwing and catching balls (small and large) • skipping • hitting a ball with a bat • using a hula hoop • aiming with beanbags <p>Gross Motor Skills:</p> <ul style="list-style-type: none"> • Climbing up and over wooden frame/tyre frame • Pulling up, climbing and swinging on rope swing • Moving at different speeds over stacks differing heights • Moving and manipulating large equipment to build structures (bakery crates, 	<p>Learning themes:</p> <p>Continuous Provision</p> <ul style="list-style-type: none"> • Access to resources such as balls, hoops, beanbags • Enhancements to encourage them to practise skills taught in core PE (e.g. basketball hoops) • Go Noodle • Just Dance • Yoga • WEINS mile. • Sensory Circuits. <p>Taught PE:</p> <p>Balance & Agility:</p> <ul style="list-style-type: none"> • Rolls • Jumps • Movement 	<p>Learning themes:</p> <p>Daily Provision:</p> <ul style="list-style-type: none"> • Access to resources such as balls, hoops, beanbags • Enhancements to encourage them to practise skills taught in core PE (e.g. basketball hoops) • Go Noodle • Just Dance • Yoga • WEINS mile. <p>Taught PE:</p> <p>Balance & Agility:</p> <ul style="list-style-type: none"> • Rolls • Jumps • Travel

		<p>tyres, large reels, wooden blocks, wooden planks etc.)</p> <p>Daily Yoga after lunch time play: to practise mindfulness, stretching and calm breathing</p> <p>Brain breaks (linked with the importance of moving and stretching our brains to support the most effective learning)</p> <ul style="list-style-type: none"> • Go Noodle • Move and freeze • Just dance • WEINS mile • Mulberry Park Play Area. 	<ul style="list-style-type: none"> • Gymnastics <p>Throwing and Catching:</p> <ul style="list-style-type: none"> • Sending • Receiving • Underarm throwing • Overarm throwing • Receiving a ball correctly • Aim <p>Dance:</p> <ul style="list-style-type: none"> • Performance • Choreography • Simple moves • Dance styles <p>Team Games:</p> <ul style="list-style-type: none"> • Attacking • Defending • Team work • Sportsmanship • Communication and Interaction. 	<ul style="list-style-type: none"> • Gymnastics through premier sports <p>Throwing and Catching:</p> <ul style="list-style-type: none"> • Sending • Receiving • Underarm throwing • Overarm throwing • Receiving a ball correctly • Aim <p>Dance:</p> <ul style="list-style-type: none"> • Performance • Choreography • Simple moves • Dance styles <p>Team Games:</p> <ul style="list-style-type: none"> • Attacking • Defending • Team work <p>Enrichment Opportunities:</p> <ul style="list-style-type: none"> • Swimming • Dance Events • Multi-Sports events
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	EYFS	Year One	Year Two
<p><u>Progression</u> By the end of each Key Stage, children are expected to:</p> <p><u>Unit Overview</u></p>	<p>Early Learning Goals: Personal, Social and Emotional Development ELG: -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Explain the reasons for rules, know right from wrong and try to behave accordingly Work and play cooperatively and take turns with others Show sensitivity to their own and to others' needs Physical Development ELG: 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.</p> <p>Gymnastics: -Opportunities to develop strength, balance and coordination whilst preparing for body management activities taught in KS1.</p> <p>Games: - Opportunities for children to manage emotions, learn how to play within rules, build relationships, understand what a team is and how to play with others providing a foundation for all games activities in KS1.</p> <p>Ball Skills: Children practise skills independently and with a partner, preparing for the KS1 to 'master basic movements including throwing and catching'.</p> <p>Dance:</p>	<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 coordination, and begin to apply these in a range of activities and participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns.</p> <p>Gymnastics: In this unit pupils explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement sequences. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing. If teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11. This unit links to the following strands of the NC: master basic movements as well as developing balance, agility and coordination.</p> <p>Games: Invasion games are games where there are two teams and two goals. Teams try to score in the opposition's goal. Examples include football, handball, rugby, netball, basketball, hockey. In this unit, pupils develop their understanding of attacking and defending and what being 'in possession' means. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: 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, rounder's 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> <p>Gymnastics: In this unit pupils learn to explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.</p> <p>Games: Target games are games where players send an object towards a target. In this unit, pupils develop their</p>

	<p>Children move energetically and in time to music in structured sessions preparing for KS1 dance as it is a compulsory activity on the National Curriculum so teaching dance at EYFS prepares the children well.</p>	<p>opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents. This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p> <p>Athletics: In this unit pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>Dance: Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose two of the four themes. Learning is progressively embedded within each theme so your pupils won't miss out on learning and the lessons will still flow. Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so. This unit links to the following strand of the NC: perform dances using simple</p>	<p>understanding of the principles of defending and attacking for target games. They develop the skills of throwing, rolling and striking towards a target and are given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe, learn how to score points and use simple tactics.</p> <p>Athletics: In this unit pupils learn to explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.</p> <p>Dance: Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose two of the four themes. Learning is progressively embedded complete within each theme so your pupils won't miss out on learning and the lessons will still flow. Pupils explore space and how their body can move to express an idea, mood, character or feeling. They expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to</p>
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		movement patterns.	<p>perform and provide feedback beginning to use key terminology.</p> <p>Swimming: This unit is aimed at beginner swimmers. In this unit pupils will learn about water safety and enjoyment of being in the water. They will learn how to travel, float and submerge with increasing confidence. Pupils will begin to learn to use legs and arms to propel them through the water. Pupils will be given the opportunity to work independently and with others. They will develop confidence to persevere with new and challenging situations.</p>
Key Skill Vocabulary	<p><u>Introduction to PE.</u></p> <p><u>Unit 1.</u> Physical: Run, jump, hop, skip, balance, crawl Social: Share, communication, work safely, co-operation, leadership. Emotional: Independence, perseverance, confidence. Thinking: Select and apply actions, comprehension, reflection, make decisions.</p> <p><u>Unit 2.</u> Physical:Run, jump, throw, catch, roll, skip. Social: Work safely, co-operation, support others, communication. Emotional: Honesty, confidence, perseverance, determination. Thinking: Comprehension, making decisions, creativity.</p> <p><u>Fundamentals Unit.</u></p> <p><u>Unit 1.</u> Physical: Balance, run, jump, hop, change direction. Social: Support others, work safely, take turns. Emotional:Honesty, determination . Thinking: Decision making, comprehension, select and apply.</p> <p><u>Unit 2:</u></p>	<p><u>Gymnastics.</u> Physical: Travelling actions, shapes, balances, shape jumps, barrel roll, straight roll, forward roll. Social: Respect, collaboration, sharing, work safely Emotional: Confidence, self regulation, perseverance. Thinking: Comprehension, select and apply action, creativity.</p> <p><u>Games:</u> Physical: Dribble, throw, catch, kick, receive, run, jump, change direction, change speed. Social: Supporting others, communication, co-operation, kindness. Emotional:Perseverance, confidence, honesty Thinking: Comprehension, identifying strengths and areas for development, select and apply.</p> <p><u>Athletics:</u> Physical: Run, balance, agility, coordination, hop, jump, leap, throw. Social:Work safely, collaboration. Emotional: Perseverance, independence, honesty, determination. Thinking: Reflection, comprehension, select and apply skills.</p>	<p><u>Gymnastics.</u> Physical: Shapes, balances, travelling actions, shape jumps, barrel roll, straight roll, forward roll. Social: Leadership, work safely, respect. Emotional: Confidence, independence. Thinking: Select and apply actions, creativity.</p> <p><u>Games:</u> Physical: Roll, overarm throw, underarm throw, strike, dodge, jump. Social: Congratulate, support others, co-operation, kindness. Emotional: Manage emotions, honesty. Thinking: Identify areas of strength and areas for development, select and apply, comprehension, decision making.</p> <p><u>Athletics:</u> Physical: Run, jump for distance, jump for height, throw for distance, throw for accuracy. Social: Communication, work safely, support others Emotional: Determination, independence. Thinking: Comprehension, observe and provide feedback, explore ideas, select and apply skills.</p> <p><u>Dance:</u></p>

	<p>Physical: Run, jump, hop, balance, change direction, travel. Social: Work safely, support others, share and take turns, co-operation. Emotional: Perseverance, honesty, determination, confidence, acceptance Thinking: Comprehension, creativity, select and apply, exploration.</p> <p><u>Gymnastics.</u> <u>Unit 1.</u> Physical: Shapes, balances, jumps, rocking, rolling, travel. Social: Work safely, collaboration, share and take turns. Emotional: Determination, confidence. Thinking: Comprehension, creativity, select and apply. <u>Unit 2.</u> Physical: Shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll, travelling. Social: Work safely, collaboration, share and take turns, support others. Emotional: Determination, confidence. Thinking: Comprehension, creativity, select and apply.</p> <p><u>Games.</u> <u>Unit 1:</u> Physical: Run, balance, change direction, throw, catch. Social: Work safely, communication, co-operation, support and encourage others Emotional: Confidence, honesty, determination, manage emotions. Thinking: Comprehension, decision making. <u>Unit 2.</u> Physical: Run, change direction, throw, catch, strike. Social: Communication, help others, respect, taking turns, and co-operation.</p>	<p><u>Dance:</u> Physical: Actions, dynamics, space, relationships. Social: Respect, work safely, collaboration, communication. Emotional: Empathy, confidence, acceptance, determination, kindness. Thinking: Creativity, select and apply actions, copy and repeat actions, provide feedback, recall.</p>	<p>Physical: Actions, dynamics, space, relationships. Social: Respect, collaboration, work safely, communication. Emotional: Independence, confidence, perseverance, determination. Thinking: Provide feedback, comprehension, reflection, observation, creativity.</p>
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	<p>Emotional: Perseverance, honesty, determination, managing emotions. Thinking: Comprehension, decision making, select and apply, reflection.</p> <p>Ball Skills. <u>Unit 1.</u> Physical: Roll, stop a rolling ball, throw, bounce, catch, dribble with feet, kick. Social: Work safely, collaboration, co-operation, support others. Emotional: Perseverance, independence, honesty Thinking: Use tactics, comprehension <u>Unit 2.</u> Physical: Roll, track, throw, dribble with hands, dribble with feet, kick, catch. Social: Cooperation, take turns, work safely, communication. Emotional: Perseverance, independence, determination, honesty. Thinking: Comprehension, use tactics.</p> <p>Dance. <u>Unit 1.</u> Physical: Actions, dynamics, space Social: Work safely, respect, collaboration Emotional: Independence, confidence. Thinking: Select and apply actions, creativity, exploration, recall, provide feedback.</p> <p><u>Unit 2.</u> Physical: Actions, dynamics, space. Social: Work safely, respect, collaboration Emotional: Confidence, independence Thinking: Comprehension, provide feedback, select and apply actions, creativity.</p>		
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