

# The PE Curriculum at John T Rice Infant and Nursery School

## KS1 Progression

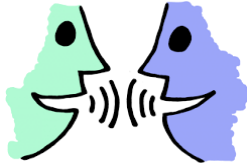





### Our PE Curriculum Intent

At John T Rice Infant and Nursery School, we recognise the importance of a purposeful, personalised and participative PE curriculum. Through an engaging and inclusive curriculum, we will ensure that all pupils leave feeling physically confident. They will also have with a clear understanding of what contributes to ensuring, as an athlete, they are physically and mentally fit.

#### Our Curriculum Drivers.

As a school we have developed 3 curriculum drivers that shape our curriculum, bring out the aims and values of our school and respond to the needs of our school community.

<p style="text-align: center;"><b>Communication Skills</b></p> 	<p style="text-align: center;"><b>Mental Health and Resilience</b></p>  	<p style="text-align: center;"><b>The Wider World</b></p> 
<p>Our children will be able to communicate effectively with adults and peers using a range of vocabulary and leave us being able to read, write and have a good mathematical knowledge.</p>	<p>Our children will understand how to lead a healthy lifestyle and be mindful of their mental well-being. They will grow as independent and resilient learners</p>	<p>Our children will understand about a range of multi-cultural and diverse communities to support them in becoming a global citizen.</p>

An Athlete leaving John T Rice will have a passion and desire to be involved with sports and fitness to contribute to a healthy and active lifestyle. They will understand the key concepts of teamwork, determination, resilience and sportsmanship through physical activity. They will also understand about healthy competition and fair play. Our pupils will know the strong link between being physically and mentally healthy.

**Progression Document: PE**

EYFS ELG:	National Curriculum Subject Content
<b>EYFS</b>	<b>KEY STAGE ONE</b>
<ul style="list-style-type: none"> <li>• Children sing songs, make music and dance, and experiment with ways of changing them</li> <li>• Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</li> <li>• Children show good control and co-ordination in large and small movements.</li> <li>• They move confidently in a range of ways, safely negotiating space</li> </ul>	<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 cooperative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Participate in team games, developing simple tactics for attacking and defending.</li> <li>• Perform dances using simple movement patterns.</li> </ul>

<b>PE Themes over the year</b>						
<b>Cycle A and Cycle B</b>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	ABC Fundamentals	Indoor Dodgeball	Gymnastics	Gymnastics- apparatus	Athletics	Summer Games- Rounders
	Dance- Lumberjack Hoedown	Circle games and Parachute games	Games-Unihoc	Dance	Sports day practise	Quick Cricket

**Year 1 and 2 PE Vocabulary**






Aim high and shine



## John T Rice Infant and Nursery School: -KS1 Curriculum Progression Document

<b>ABC Fundamentals</b>	<b>Dance</b>	<b>Dodgeball</b>	<b>Parachute games</b>	<b>Gymanastics</b>
Awareness, balance, pathways, space, balance, throwing, catching, sending, receiving, control, kicking	Dance, speed, energy, flow, movements, formation, performance, repeat, expression	Throw, aim, teamwork, overarm, aim, attack, catch, dodge, accuracy, rules, hit, attack, defend, middle line, out, activate	Space, hold, movements, waist, hold, middle, waves, direction, left, right, turn, over, under	Apparatus, safety, lift, control, safe, travel, high, low, balance, shapes, star, high, short, gallop, pike, tuck, straddle, jumping, landing, rolls, climb, grip
<b>Unihoc</b>	<b>Athletics</b>	<b>Sports day practise</b>	<b>Rounders</b>	<b>Quick cricket</b>
Hockey stick, dribble, puck, passing, dribbling, defending, tackling	Fast, slow, jump, hop, sprint, direction, pace, overarm, undersrm, aim, accuracy, jog, walk, distance, fairplay, sportsmanship, races	run, jump, throw, aim, dribble	Throw, catch, base, run, stop, underarm, overarm, aim, accuracy, bat, hit, swing, ball, fielding, stop, team, return, batter, fielder, rounder, backstop, score	Stop, throw, catch, run, overarm, underarm, stumps, shoulder, ball, arm, throw, power, fast, slow, wicket keeper, crouch, chase

## Skills and Knowledge progression

Breadth of Study	Year 1	Year 2
Gymnastics	<ul style="list-style-type: none"> <li>• To be able to copy actions.</li> <li>• To be able to move with an awareness of space.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to copy and remember actions.</li> </ul>

	<ul style="list-style-type: none"> <li>• To be able to link two actions together to make a sequence.</li> <li>• To be able to show contrasts – such as small/tall, straight/curved and wide/narrow.</li> <li>• To be able to travel by rolling forwards, backwards and sideways.</li> <li>• To be able to hold a position for a few seconds, whilst balancing on different points of the body.</li> <li>• To be able to climb safely on small apparatus.</li> <li>• To be able to stretch to develop flexibility.</li> <li>• To be able to jump in a variety of ways and land with some control.</li> <li>• To know how to climb safely on small apparatus.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to move with some control and awareness of space.</li> <li>• To be able to link three or more actions together to make a sequence.</li> <li>• To be able to travel by rolling forwards, backwards and sideways with increased control.</li> <li>• To be able to hold a position confidently whilst balancing on different points of the body.</li> <li>• To be able to climb safely on small and large equipment.</li> <li>• To be able to stretch and curl to develop flexibility</li> <li>• To be able to jump in a variety of ways and land with increasing control and balance</li> <li>• To be able to work with a partner in synchronisation, using a greater range of apparatus and with accuracy and finesse:</li> <li>• To know how to climb safely on small and large apparatus.</li> </ul>
<p>Athletic Skills</p> 	<ul style="list-style-type: none"> <li>• To be able to develop some skills in running, jumping, throwing and catching.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to develop a range of different throws, jumps and catches with increased accuracy.</li> </ul>
<p>Team Games</p> 	<ul style="list-style-type: none"> <li>• To be able to use the terms 'opponent' and 'team-mate'.</li> <li>• To be able to use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> <li>• To be able to lead others when appropriate.</li> <li>• To be able to develop tactics.</li> <li>• To know how to develop tactics.</li> <li>• To begin to know some basic rules of dodgeball, cricket and rounders.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to develop tactics to understand attacking and defending.</li> <li>• To know the basic rules of dodgeball.</li> <li>• To know and understand the basic skills required in cricket and rounders.</li> </ul>

<p>Dance</p> 	<ul style="list-style-type: none"> <li>To be able to copy and remember moves and positions.</li> <li>To be able to move with careful control and co-ordination.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to link two or more actions to make a sequence.</li> <li>To be able to choose movements to communicate a mood, feeling or idea.</li> <li>To be able to perform to an audience and give feedback to others.</li> </ul>
<p>Health and Exercise Knowledge</p> 	<ul style="list-style-type: none"> <li>To be able to begin to describe how their body feels before, during and after an activity.</li> <li>To know how their body feels before, during and after an activity.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to describe how their body feels before, during and after an activity.</li> <li>To know how their body feels before, during and after an activity and to be able to talk about why.</li> </ul>