

# Physical Education

<b>OBJECTIVES CHILDREN WILL;</b>	<b>RANGE AND CONTENT ACROSS ALL LEVELS</b>
<p><b>P1 -3</b> See sensory curriculum</p> <p><b>P4</b> Pupils' movement patterns are established and they perform single actions for example, rolling, running, jumping or splashing</p> <ul style="list-style-type: none"> <li>• Picks up small objects between thumb and fingers</li> <li>• Enjoys making marks in sand and paint</li> </ul> <p><b>P5</b> Pupils link two actions in a sequence for example, crawling and walking, or climbing and jumping.</p> <ul style="list-style-type: none"> <li>• Draws lines and circles using gross motor movements</li> <li>• Uses simple tools to effect changes to materials.</li> <li>• Begin to show preference to a dominant hand.</li> <li>• Climbs confidently on low level equipment</li> </ul> <p><b>P6</b> Pupils work in pairs and in small groups cooperatively, although they may need support to follow instructions and keep on task</p> <ul style="list-style-type: none"> <li>• Can catch and kick a ball.</li> </ul>	<p><b>Fine and gross motor skills</b></p> <ul style="list-style-type: none"> <li>• Participate in a range of classroom activities including - threading, drawing, painting, posting, sand, water</li> <li>• Outdoor play - climbing, balancing, jumping, swinging</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• See Dance curriculum</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>• Experience and enjoy warming up and cooling down.</li> <li>• Explore basic sending actions with hands and feet.</li> <li>• Use equipment to throw, catch, hit, kick, bounce and aim at targets.</li> <li>• Use a ball to score and send a ball to a partner,</li> </ul> <ul style="list-style-type: none"> <li>• Travel with, send and receive a ball and other equipment in different ways</li> <li>• Develop these skills for simple net, striking/fielding and invasion type games</li> </ul>

- Experiment with different ways of moving.

**P7** Pupils express themselves through repetitive and simple sequences and movement patterns. Their control and coordination skills are developing for example, they kick a ball towards a target or throw a ball to a partner

- Jump off objects and lands appropriately.
- Travels with skill and confidence around, under, over and through balancing and climbing equipment.

**P8** Pupils move with some control and coordination [for example, they travel under and over climbing equipment]

- 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.

### **Year 1 expectations**

Begin to develop basic movements including running, jumping, throwing and catching. Begin to develop balance and coordination and apply to a range of activities. Copy basic dance movements (see dance curriculum) Describe and comment on their own and others actions. Talk about to exercise safely and how their bodies feel during an activity.

### **Year 2 expectations**

- Play and make up small sided, modified competitive net, striking/fielding and invasion games using simple tactics for attacking and defending.
- Use skills and tactics and apply basic principles suitable for attacking and defending
- Work with others to organise and keep the games going

### **Swimming**

- Move in water e.g. jump, walk, hop, spin using swimming aids and with support
- Float and move with and without swimming aids
- Propel themselves in water using different swimming aids, arm and leg actions and basic strokes
- Pace themselves in floating and swimming challenges related to speed, distance and personal survival
- Swim unaided for a sustained period of time over a distance of at least 25m
- Use recognised arm and leg actions, lying on their front and back
- Use a range of recognised strokes and personal survival skills e.g. front crawl, breaststroke, sculling, floating and surface diving
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- See The Halliwick Concept Scheme of Work

Master basic movements including running, jumping, throwing and catching, as well as developing balance agility and coordination. Begin to apply to a range of activities. Perform dances using simple movement patterns (see dance curriculum) Participate in team games, developing simple tactics for attacking and defending. They talk about differences about their own and others performance and suggest improvements.

### **Year 3 expectations**

Play competitive games (modified where appropriate) and applying basic principles for attacking and defending including throwing and catching in isolation and combination. Develop flexibility, strength, control and balance. Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their person best. They give reasons why warming up is important and why physical activity is good for their health. See swimming appendix.

### **Year 4-6 expectations**

As above with a wider range of sports and with the addition of taking part in outdoor and adventurous challenges both individually and within a team.

### **Gymnastics**

- Climb, balance and move in a variety of ways on a range of low level apparatus - mats, horse, beams, benches, steps, see saw,
- Experience and explore basic body actions and movements.
- Copy single actions and progress to develop own sequence.
- See Sherbourne and Jabadeo program of work
- Perform basic skills in travelling, being still, finding space and using the space safely, both on the floor and using apparatus
- Develop the range of their skills and actions e.g. balancing, rolling, taking off and landing, turning and rolling
- Choose, link, create and perform short, linked sequences and movement phrases that show a clear beginning, middle and end and have contrasts in direction, level and speed
- Include variations in level, speed and direction in their sequence

### **Athletics**

- Experience and enjoy activities including - sprinting, cross country, javelin, long jump, shot put.
- Practise and use natural actions of running, jumping and throwing both singularly and in combination.
- Hone these skills in athletics to be competitive and to improve their personal best in standardised events
- Take part in and design challenges and competitions that call for precision, speed, power or stamina

### **Outdoor and adventure**

- Take part in challenging outdoor activities in familiar, unfamiliar and changing environments e.g. walking, abseiling, rock climbing, sailing, canoeing, country walks, fell walking etc (Residential opportunities)
- Forest Schools
- Use a range of orienteering and problem-solving skills.
- Work with others to meet the challenges

### **Therapies**

- Physiotherapy
- Hydrotherapy
- Rebound Therapy
- Individual therapy programs are written by the physiotherapists.

## Health and Self Care

### P1-3

- Pupils encounter activities and experiences, any participation is fully prompted.
- Pupils accept and engage in coactive exploration.
- Pupils remember learned responses over more extended periods e.g. cooperating with personal care procedures.

### P4-8

- Shows a desire to help with dressing/undressing, and hygiene routines.
- Can wash and dry their hands.
- Eats a variety of foods and is willing to try new foods.
- Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

### National Curriculum 1-3

- Healthy living depends upon a balance of physical activity, nutrition, leisure, work and rest to promote

- Tooth brushing scheme.
- Support children's growing independence as they do things for themselves e.g. dressing and undressing for PE lessons, hand washing after using the toilet and before lunch and washing their own faces after lunch.
- Follow individual feeding plans at lunch time and develop independence skills.
- Encourage children to make choices and understand this may mean they cannot have something else e.g. choosing a meal they do not like or choosing to play in the sand when they would rather play in the water.
- Give children opportunities to be responsible for tidying up after activities.
- Phunky Foods Scheme of Work

wellbeing.

## Personal, Social, health and Wellbeing Appendix

The Personal, Social, Health and Wellbeing Curriculum has been written with reference to the following documents and websites:

- ✚ P Scales 2014 <https://www.gov.uk/government/publications/p-scales-attainment-targets-for-pupils-with-sen>
- ✚ Development Matters. 2012.  
[http://www.lancsngfl.ac.uk/curriculum/early\\_years/download/file/Development%20Matters%20in%20the%20Early%20Years%20Foundation%20Stage1.pdf](http://www.lancsngfl.ac.uk/curriculum/early_years/download/file/Development%20Matters%20in%20the%20Early%20Years%20Foundation%20Stage1.pdf)
- ✚ EQUALS