

Cranmore Infant School

Physical Education

*We love to learn and together
we grow*

Vision Statements

PE

At Cranmore we believe that a high quality PE curriculum should be an integral part of the whole school curriculum and one that staff, pupils and parents understand and contribute to. Through PE and Sport our children learn to develop the important qualities of resilience, communication, determination and teamwork leading to improved concentration and behaviour.

Our PE curriculum aims to ensure that all pupils develop the fundamental skills and competence to excel in a wide range of physical activities by providing a broad and balanced curriculum with opportunities for all to be enjoyed.

Our curriculum is inclusive and ensures that pupils of all abilities access the range of activities we offer and that they are physically active for sustained periods of time in order to encourage them to lead active healthy lives

PE Aims

- To promote enjoyment of, and positive attitudes towards, physical activity and its contribution to lifelong health-related fitness, thus preparing pupils for an active and purposeful use of leisure time.
- To develop pupils' physical confidence and competence.
- To develop their thinking skills, enabling them to evaluate performance and modify or use skills and tactics previously learnt.
- To work independently, as part of a team or group, developing skills of communication, both verbally and non- verbally.
- To set targets for themselves, competing against themselves and others, individually and as a team member.
- To promote spiritual, social, moral and cultural development through physical activity e.g. positive sporting behaviour, co-operation, sense of responsibility, teamwork.
- To make links with other areas of the curriculum. Eg counting scores - Maths, Speaking and listening, Science...
- To enable the children to discover their abilities, aptitudes and preferences within physical activities.
- To provide a range of opportunities for the children to engage in Physical Activity outside of Cranmore School, including competitive sports where available.

PE whole school schema

	Nursery	Reception	Year 1	Year 2
knowledge				
Real PE	Dynamic balance Static balance Balls skills Coordination with equipment	Coordination floor movement patterns Static balance - seated Agility reaction/response Ball chasing	Coordination floor movement patterns Co ordination equipment Agility: reaction/response Ball chasing	Coordination floor movement patterns Co ordination equipment Agility: reaction/response Ball chasing
Dance	Creating movements to music Combining movements	Responding to stimuli Devising movements with a partner Combing a sequence of movements	dynamic, expressive and rhythmic qualities Select appropriate dance movements for different dance ideas	link and repeating phrases describing the mood, feeling and expressive quality of a dance
Gymnastics	Spatial awareness Travelling on equipment	travelling stopping and starting and spatial awareness	Balancing Travelling Linking movements Performing a sequence. Rocking and rolling	Taking weight on different parts of the body Forward and backward rolls Devising short sequences Adapting sequences onto apparatus Creating sequences with partners
	Balance bikes Sports day skills	Sports day skills	Cricket coaching	Athletics Trigolf swimming

Nursery

PE knowledge

Gymnastics

Know how to travel in a safe manner indoors.

Know a variety of ways to roll and jump in a controlled manner.

Know how to climb over and under apparatus safely

Dance

Know how to move their bodies to reflect the music.

Understand how to link movements to compose a short sequence.

Real PE

Know how to perform a small range of skills and link two movements together

Aware of why exercise is important for good health

Know how to move in different ways

I can explore and describe different movements

Key Vocabulary

Balance
stride
fit

still
aim

hold
hit

skill
bounce

catch
throw

kick
run

under
jog

over
jump

through
space

hop
heart

beat

skip

exercise

tip toe
healthy

NURSERY

Physical Education curriculum

Autumn

- Experience various locomotor body movements with or without music (skip/slither/crawl/spin/roll/walk)
- Experience various non-locomotor movements with or without music (stretch/twist/pull/push/sway/kneel/curl/reach)
- Begin to show an awareness of space and others
- Has a variety of experiences of rolls (tuck/log down a hill/across a mat))
- Experience hopping with support if necessary
- Balance in a fixed position to hold a shape and balance to walk along a line
- Jump and land safely (2:2, 1:1)
- Explore new sensations
- Hold a range of tools correctly/comfortably (scissors, rolling pin, hammer, brush, glue stick)

Spring

- Explore movement using a variety of equipment
- Explore a range of eye-hand co ordination activities
- Show developing control and body co-ordination
- Steer a variety of wheeled equipment
- Travel in a variety of ways
- Focus attention through touching, smelling, tasting, hearing
- Develop small muscle co ordination e.g. hold up fingers during finger play, grasp tools
- Roll malleable materials
- 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.

Summer

- Explore movement using a variety of eq• Walks downstairs, two feet to each step while carrying a small object.
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Can stand momentarily on one foot when shown.
- Can catch a large ball.
- Draws lines and circles using gross motor movements.
- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Can copy some letters, e.g. letters from their name.
- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- 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.
- Uses simple tools to effect changes to materials.
- Shows a preference for a dominant hand.

NURSERY

Physical Education curriculum

	Autumn	Spring	Summer
Real PE	<p>REAL PE UNIT 2 Multi ability focus of social skills Physical focus of agility - jumping and landing Maintaining balance throughout:</p> <ul style="list-style-type: none"> • jump from 2 feet to 2 feet forwards, backwards and side to side. <p>REAL PE UNIT 6 Multi ability focus of health and fitness skills Physical focus of static balance - floor work Maintaining balance throughout:</p> <ul style="list-style-type: none"> • hold a mini-front support position. • reach round and point to the ceiling with either hand in a mini-front support. 	<p>REAL PE UNIT 1 Multi ability focus of personal skills Physical focus of static balance - one leg Maintaining balance and on both legs:</p> <ul style="list-style-type: none"> • stand still for 10 seconds. 	<p>REAL PE UNIT 3 Multi ability focus of creative skills Physical focus of co ordination - ball skills Maintaining control:</p> <p>I can sit and roll a ball along the floor around my body using 2 hands. I can sit and roll a ball along the floor around my body using 1 hand (right and left). I can sit and roll a ball down to my toes and back up, then around my upper body using 2 hands. I can stand and roll a ball down to my toes and back up, then round my upper body using 2 hands.</p> <p>REAL PE UNIT 5 Multi ability focus of physical skills Physical focus of co ordination - sending and receiving With right and left hand against a wall or with a partner (3 and 5 metre distance):</p> <ul style="list-style-type: none"> • roll a large ball and collect the rebound. • roll a small ball and collect the rebound. • throw a large ball and catch the rebound with 2 hands.
gymnastics			<ul style="list-style-type: none"> • experiment with different ways of moving. • confidently climb on a range of different equipment. • confidently move in a range of ways under/over different objects.
dance		<ul style="list-style-type: none"> • combine a range of dance movements. • find suitable moves to suit the music. • remember a range of movements to create a small dance. • create movements to music. 	

Reception

PE Knowledge

Gymnastics

Know the body can be moved into a variety of shapes and ways, and can name them correctly.

Use simple vocabulary to describe their movements.

Understand the need to be safe when using gymnastic equipment.

Know how to perform a variety of movements in a controlled manner, on and off equipment.

Understands how to climb and traverse safely on equipment.

Dance

Know how to move their bodies to reflect the music.

Understand how to link movements to compose a short sequence.

Real PE

Know how to perform a small range of skills and link two movements together

Aware of why exercise is important for good health

Know how to move in different ways

I can explore and describe different movements

I am aware of the changes to the way I feel when I exercise

Key Vocabulary

Balance	still	hold	skill	control	catch	kick	under	over	through	hop	skip	
gallop	tip toe	stride	aim	hit	bounce	throw	run	jog	jump	space	wide	narrow
stretch	low	high	crouch	heart	beat	exercise	healthy	fit	pump	blood	muscles	

RECEPTION

Physical Education curriculum

Autumn

- Explore movements relating to speed (crawl slowly, hop quickly)
Change direction with ease
Develop kinaesthetic (close your eyes and take 2 steps)
Explore a wide variety of movements and show some awareness of space
Develop the ability to describe different qualities among smells, tastes, textures, sights, sounds
Begin to be aware of laterality
Have opportunities to practice and refine a range of fine motor
Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
 - 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.
 - Uses simple tools to effect changes to materials.
 - Handles tools, objects, construction and malleable materials safely and with increasing control.
 - Shows a preference for a dominant hand.

Spring

- Begins to use anticlockwise movement and retrace vertical lines.
 - Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.
- Children show good control and co-ordination in large and small movements.
Experience movements relating to space (reach high, stretch out wide)
Begin to develop an improved reaction time
Show more developed hand/eye, foot/eye co ordination in a range of activities
Show an ability to balance along a narrow pathway, with a bean bag on head or shoulder
Co ordinates and controls body movements successfully
Follow instructions, stop, start accurately
Compare different smells, tastes, textures, sights, sounds
Perform precise actions such as hand opposing movement
- Eats a healthy range of foodstuffs and understands need for variety in food.
 - Usually dry and clean during the day.
 - Shows some understanding that good practices with regard to exercise, eating, 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.
 - Shows understanding of how to transport and store equipment safely.
 - Practices some appropriate safety measures without direct supervision.

Summer

- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Can stand momentarily on one foot when shown.
- Can catch a large ball.
- Draws lines and circles using gross motor movements.
- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
- Holds pencil near point between first two fingers and thumb and uses it with good control.

RECEPTION

Physical Education curriculum

Autumn

Spring

Summer

Real PE

REAL PE UNIT 1

Multi ability focus of personal skills
Physical focus of co ordination and footwork

- side-step in both directions.
- gallop, leading with either foot.
- hop on either foot.
- skip.

REAL PE UNIT 2

Multi ability focus of social skills
Physical focus of static balance - seated
In a seated position for 10 seconds:

- balance with both hands and feet touching the floor.
- balance with 1 hand and 2 feet touching the floor.
- balance with 2 hands and 1 foot touching the floor.
- balance with 1 hand and 1 foot touching the floor.
- balance with 1 hand and 1 foot touching the floor.
- balance with no hands or feet touching the floor.

REAL PE UNIT 3

Multi ability focus of cognitive skills
Physical focus of static balance - stance
Maintaining balance throughout:

- stand on a line with a good stance for 10 seconds.

REAL PE UNIT 5

Multi ability focus of physical skills
Physical focus of agility - reaction/response
From a distance of 1, 2 and 3 metres:

- react and catch a large ball dropped from shoulder height after 2 bounces.
- react and catch a large ball dropped from shoulder height after 1 bounce.

REAL PE UNIT 6

Multi ability focus of health and fitness skills
Physical focus of agility - ball chasing
Over a distance of up to 10 metres and turning both ways:

- roll a ball, chase and collect it in a balanced position facing the opposite direction.
- chase a ball rolled by a partner and collect it in a balanced position facing the opposite direction.

gymnastics

- experiment with different ways of moving.
- confidently climb on a range of different equipment.
- confidently move in a range of ways under/over different objects.
- co-ordinate my movements.
- Create own short sequence of movements.
- confidently move around, under, over, and through different objects and equipment.

- jump and hop from one space to another.
- join a range of movements to create a short sequence.
- confidently jump over a range of small equipment.
- confidently jump off a range of equipment.
- land safely when jumping off equipment.
- confidently balance for a few seconds on a range of different equipment.
- make my body roll in different ways.
- perform a range of different rolls.
- control my body when performing my sequence of movements.

RECEPTION

Physical Education curriculum

Autumn

Spring

Summer

dance

- Think of own imaginative dance ideas with help.
- Develop a wide range of imaginative dance ideas and movements independently.
- Represent own thoughts, feelings and ideas through dance.
- Work collaboratively with others during a dance activity (i.e. mirrors- leading and copying dance moves as well as imaginative dance/ creating a dance with a partner-
- Respond to given stimuli

Year One

PE Knowledge

Real PE

Know how to perform a range of skills with some control and consistency.

Know how to perform a sequence of movements with some changes in level, direction or speed

Say how my body feels before, during and after exercise.

Know how to use equipment appropriately and move and land safely

Gymnastics

Know how to use of counter balance and counter tension

Know how to create and link movement phrases with beginning, middle and end

Know some rocking and rolling movements

Dance

Know how to use some sense of dynamic, expressive and rhythmic qualities in their work

Key Vocabulary

DANCE - words to describe:

- body actions and body parts stimulus (the starting point for dance) words to describe levels, *eg high, medium, low* words to describe directions words to describe pathways, *eg curved, zigzag*
- words to describe moods, ideas and feelings, *eg happy, angry, calm, excited, sad, lonely* tired, hot, sweaty, heart rate

GYMNASTICS - words to describe:

- General movement e.g jump, land, rock, roll, grip, hang, push, pull, bounce, hop, skip, step, spring, crawl, slide
- speed, *eg stop, still, slowly* shape, *eg tall, long, wide, narrow* direction, *eg up, down, forwards*
- level, *eg high, low* pathway, *eg zigzag, straight*

GAMES

- tracking a ball rolling striking overarm throwing bouncing
- catching free space, own space opposite team

HEALTH AND FITNESS

heart beat exercise healthy fit pump blood muscles stretch warm up cool down

YEAR ONE

Physical Education curriculum

	Autumn	Spring	Summer
DANCE			Dance <ul style="list-style-type: none"> Develop and show some sense of dynamic, expressive and rhythmic qualities in their work Select appropriate dance movements for different dance ideas Remember dance sequences and repeat them Describe how they feel during dances Describe dance actions and qualities of movement
GYM	Gymnastics <ul style="list-style-type: none"> Move on hands and feet Make a variety of pathways, moving confidently, using a range of body parts Develop use of counter balance and counter tension Create and link movement phrases Watch others and describe what others have done Transfer skills onto apparatus 	Gymnastics <ul style="list-style-type: none"> Create and link movement phrases with beginning, middle and end Explore rocking and rolling movements Evaluate own and others' work Perform sequences, incorporating shapes and travels 	
REAL PE	REAL PE Unit 1 Multi ability focus of personal skills Physical focus of co ordination through floor movement patterns <ul style="list-style-type: none"> Combine side steps with 180° front/reverse pivots off either foot Skip with knee and opposite elbow both at 90° Hopscotch forward/backwards, hopping on same foot (right then left) 	REAL PE Unit 5 Multi ability focus of applying physical skills Physical focus of co ordination with equipment <ul style="list-style-type: none"> Throw a tennis ball to a partner and catch it with the same hand/other hand after 1 bounce /without a bounce strike a large soft ball along the ground with my hand to a partner 5 times in a rally Real PE Unit 5 Multi ability focus of applying physical skills Physical focus of Agility: reaction/response <ul style="list-style-type: none"> react quickly and catch a small ball dropped from shoulder height after 1 bounce complete the same challenge from 1, 2, 3 metres away 	Real PE Unit 6 Multi ability focus of healthy and fitness Physical focus of Agility: ball chasing <ul style="list-style-type: none"> Throw a bouncing ball, chase and collect it in balanced position facing the opposite direction Start in a seating/lying position chase a bouncing ball fed by a partner and collect it in balanced position facing the opposite direction
CRICKET			Cricket <ul style="list-style-type: none"> Develop and consolidate skills and apply the principals relating to batting, bowling and fielding Apply skills to suit different elements of cricket Use given criteria to analyse performance Identify specific exercises as part of warm up/fitness routine for cricket

Year Two

PE Knowledge

Real PE

Know how to perform and repeat longer sequences with clear shapes and controlled movement.
Understand how to select and apply a range of skills with good control and consistency

Gymnastics

Know how to support weight on different parts of the body and perform a range of actions with control and co ordination

Know how to safely perform forward and backward rolls

Know how to adapt sequences onto apparatus

Dance

Know how to perform and create dance sequences with different dynamics and levels.

Year Two

Key Vocabulary

DANCE - words to describe

- travel and stillness, *eg gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue*
- direction, *eg forwards, backwards, sideways* space *eg near, far, in and out, on the spot, own*
- Sequences e.g. *beginning, middle, end* moods and feelings (expressive qualities), *eg jolly, stormy*
- the nature of movement (dynamic qualities), *eg fast, strong, gentle*

GYMNASTICS - words to describe

- speed, *eg fast, slow* shape, *eg twisted, curled, wide, narrow* level, *eg medium, high* direction, *eg backwards, sideways*
- tummy, sides* pathway, *eg zigzag, angular* body parts and surfaces, *eg legs, arms, hips, fingers, shoulders,*
- rolls e.g. *dish, pencil* tension, extension, relaxation

GAMES

- rebound tracking or following the movement of a ball aiming speed direction passing
- controlling shooting scoring attacking
- Defending

HEALTH AND FITNESS

- heart beat exercise healthy fit pump blood muscles stretch warm up cool down heart rate
- Resting heart rate

YEAR TWO SLIDE ONE

Physical Education curriculum

	Autumn	Spring	Summer
DANCE		<p>Dance (African)</p> <ul style="list-style-type: none"> perform with control, choosing movements that express ideas, moods or feelings link action, remembering and repeating phrases describe the mood, feeling and expressive quality of a dance Use different dynamics and levels in their sequence describe how dancing affects their body suggest ways they could improve their work 	
GYMNASTICS	<p>Gymnastics</p> <ul style="list-style-type: none"> balance, supporting weight on different parts of the body and perform a range of actions with control and co ordination use simple compositional ideas in the sequences they create and perform carry out forward and backward rolls adapt sequences to include apparatus improve own performances with help of ICT and peers 	<p>Gymnastics</p> <ul style="list-style-type: none"> Develop different ways of travelling on feet, hands and feet and without using feet Remember and repeat gymnastic actions, shapes and balances with control and precision Devise, repeat and perform short sequences in which there is a clear beginning, middle and end Work with a partner Adapt sequences to include apparatus and/or a partner Use different combinations of floor, mats and apparatus showing control, accuracy and fluency improve own performances with help of ICT and peers 	
TRI GOLF			<p>Tri golf</p> <ul style="list-style-type: none"> Develop and consolidate skills and apply the principals relating to putting, short game and long game Apply skills to suit different elements of golf Use given criteria to analyse performance Identify specific exercises as part of warm up/fitness routine for golf

YEAR TWO SLIDE TWO

Physical Education curriculum

	Autumn	Spring	Summer
REAL PE	<p>REAL PE Unit 1 Multi ability focus of personal skills Physical focus of co ordination through floor movement patterns</p> <ul style="list-style-type: none"> • Complete a 3 step zig zag pattern forwards/backwards • Hopscotch forwards/backwards alternating the hopping leg each time • Complete all the movements gradually increasing the speed <p>REAL PE Unit 5 Multi ability focus of applying physical skills Physical focus of co ordination with equipment</p> <ul style="list-style-type: none"> • strike/kick a ball to a partner in a rally with the same/alternate hand/foot • roll 2 balls to a partner, using both hands, sending 1 as the other is returning 	<p>Real PE Unit 5 Multi ability focus of applying physical skills Physical focus of Agility: reaction/response</p> <ul style="list-style-type: none"> • react quickly and catch a small ball dropped from shoulder height after 1 bounce, balancing on 1 leg • Complete the same challenge from 1, 2, 3 metres away <p>Real PE Unit 6 Multi ability focus of healthy and fitness Physical focus of Agility: ball chasing</p> <ul style="list-style-type: none"> • chase a large/small rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction 	
SWIMMING			<p>Swimming</p> <ul style="list-style-type: none"> • Swim with/without swimming aids and support, using their arms and legs to propel themselves • explore different ways of moving in water; use more than one method of swimming; swim and play on/under the surface • recognise how the temperature of the water makes their body feel • identify the activities they are confident with in the water.

YEAR TWO SLIDE THREE

Physical Education curriculum

	Autumn	Spring	Summer
ATHLETICS	<p>Athletics</p> <p>Running</p> <ul style="list-style-type: none"> • Run over different distances and obstacles; team running; and passing an implement; understanding how technique, rhythm and stride pattern can affect performance. <p>Jumping</p> <ul style="list-style-type: none"> • Understand take-off and landing combinations; how jumping can be improved, through the development of technique. <p>Throwing</p> <ul style="list-style-type: none"> • Use a range of throwing actions-throw, pull, push; use a variety of softer, lighter, smaller or adapted equipment; recognise how accuracy and distance can be increased through the development of throwing technique. 		
SWIMMING			<p>Team games</p> <ul style="list-style-type: none"> • Apply the basic movements including running, jumping, throwing and catching, as well as develop balance, agility and co-ordination to a range of activities • participate in team games, developing simple tactics for attacking and defending