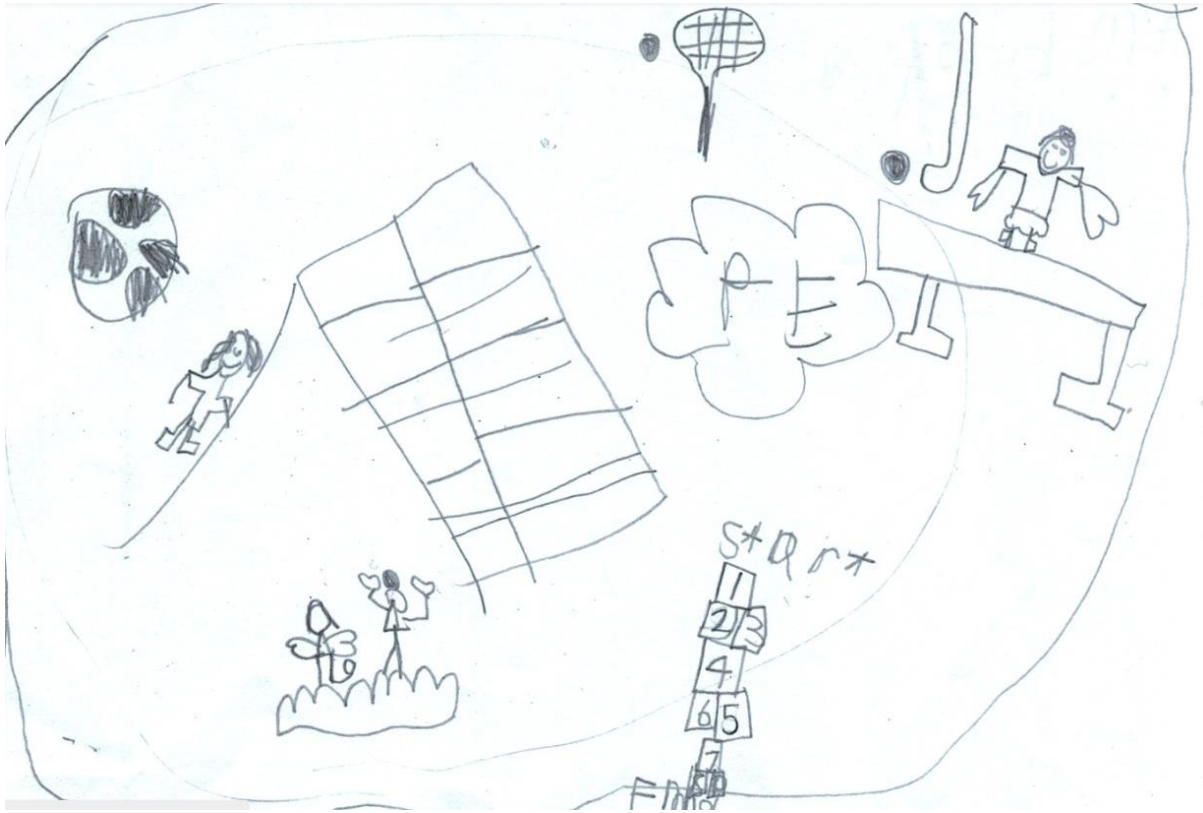


# PE



# SHIRLEY INFANT SCHOOL



## 1. SUBJECT DESIGN

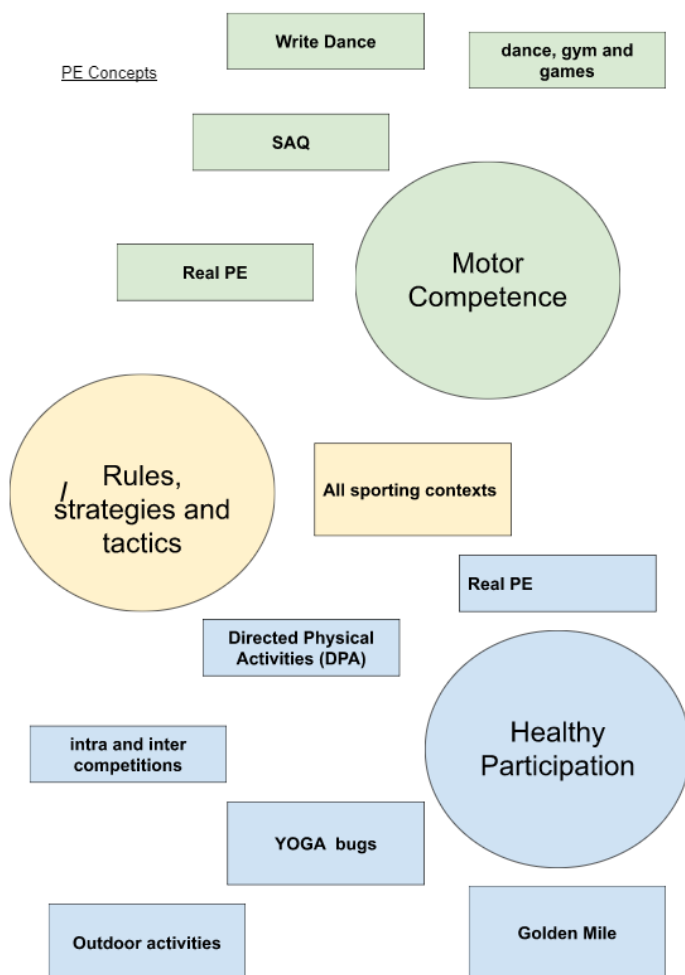
### A Shirley School Athlete

Through our high-quality PE curriculum at Shirley Infants, we strive for all pupils to become physically confident in a way which supports their health and fitness. Through a range of sports activities, pupils will develop the motor competencies of agility, balance and coordination. These are broken down into the headings: Locomotor, Stability and Object Control. Our pupils apply these skills in a range of sporting contexts including dance, gym, athletics, and a range of competitive team games (both against themselves and others). Through a range of increasingly challenging situations, our pupils develop their knowledge of rules and tactics. We recognise the importance of good sporting values such as fairness and respect which enable our children to lead healthy, active lives.

## 2. CONCEPTS AND KEY SKILLS

Throughout our PE curriculum at Shirley Infant School, we teach the children through three main concepts:

- Motor Competence
- Rules, Strategies and Tactics
- Healthy Participation



# 3. TOPIC OVERVIEW



## PE Curriculum Map 2023 - 2024



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	Bubbles	Clever Bodies	Write dance	Write dance Dough disco	fine motor practice consolidation of pencil grip and letter formation Athletics (sports day preparation)	fine motor practice consolidation of pencil grip and letter formation Gymnastics
Year 1	Throwing and Catching	Striking a ball Gymnastics	Football Dance	Gymnastics	Athletics	SAQ
Year 2	Throwing and catching	Gymnastics	Hockey Gymnastics	Dance	Athletics	Saq Gymnastics

# 4. KNOWLEDGE AND SKILLS PROGRESSION

## DISCIPLINARY KNOWLEDGE



### Shirley Infant PE Progression for Disciplinary Knowledge

Through our high-quality PE curriculum at Shirley Infants, we strive for all pupils to become physically confident in a way which supports their health and fitness. Through a range of sports activities, pupils will develop the motor competencies of agility, balance and coordination. Our pupils apply these skills in a range of sporting contexts including dance, gym, athletics, and a range of competitive team games (both against themselves and others). Through a range of increasingly challenging situations, our pupils develop their knowledge of rules and tactics. We recognise the importance of good sporting values such as fairness and respect which enable our children to lead healthy, active lives.

Skills	R	1	2
<b>Locomotor (Athletics)</b>	To be able to use their arms and legs to run. To be able to run for short bursts. To collect an object and run with it.	To be able to run over obstacles. To begin to run from different positions e.g., <i>laying</i> down. To be able to exchange an object when running.	To be able to run at different speeds To be able to apply difference speeds in a competitive situation, e.g. sprint at the end
<b>Object skills (Games)</b>	To roll a ball. To move a ball using their feet. To catch a ball with one/both hands	To show some control when passing/kicking/bouncing/rolling a ball. To be able to dribble a ball showing some coordination when travelling. To be able to strike a ball with a racquet.	To be able to strike the ball at a target showing some control. To begin to think about how I would improve my technique for some basic skills e.g. throwing, catching, dribbling, bouncing To begin to show coordination when performing 2 actions, e.g. clap before catching
<b>Stability (Gymnastics and dance)</b>	To perform 5 basic shapes To perform 3 or 4 point balances. To travel on hands and feet. To hop from 1 foot to 2 feet.	To be able to complete a log roll in a sequence. To perform the 5 shapes and begin to show variation in shapes performed e.g. a low straight or a tall straight shape. To create a short sequence using the apparatus with a travel onto or off the apparatus.	To perform a short sequence with a change of pathway and balance. To be able to perform three actions in unison with a partner. To be able to perform a counter balance with a partner. Begin to learn jumping sequence for taking off. Show a variety of jumping patterns using left/right/both feet. Begin to form a dish and arch
<b>Skills vocabulary</b>	<i>Roll, object, balance, pike, tuck, straddle, star, straight, travel,</i>	<i>Obstacle, direction, position, exchange, control, dribble, strike, sequence,</i>	<i>tactics, performance, technique, pathway, unison, counter balance, dish, arch,</i>

## SUBSTANTIVE KNOWLEDGE



Rules, strategies and tactics			
	EYFS	Year 1	Year 2
<b>Rules</b>	To know what games is. To move safely in a games lesson. To know there is different ways to move equipment. To be able to identify an 'under arm' and 'over arm' throw.	<b>Football</b> Knowledge of how to kick a ball by using side of the foot. Knowledge that moving with a ball is called 'dribbling'. The only player who can use their hands to defend the ball is the goal keeper and the aim of this game is to kick a ball into the net. Children to be able to name some of the rules in this discipline.	<b>Hockey</b> Knowledge of how to hold the hockey stick. Knowledge of how to use gentle taps to strike the ball and how to stop the ball. Children to be able to name some of the rules in this discipline.
<b>Attacking/defending</b>	To begin to understand simple tactics, e.g. taking possession from the team who have the most.  Play a range of chasing games.	To recognise the significance of changing direction in sporting contexts.  To begin to recognise when a player is trying to defend or attack the ball in a sporting context.  Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.	To identify how to outwit a player, e.g. start moving in one direction and then change.  Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.
<b>Geometry</b>	Knowledge of the 5 basic shapes in 2D notation. To know a sequence is	Knowledge of how shapes can be	

	made up of at least 2 or more shapes. (e.g. teaching points for shapes). To know a travel is a movement. Knowledge of how shapes and travel can be different levels. To know about the different types of point balances. Knowledge of safety in sessions.	performed in different ways. Knowledge of what a log roll looks like. Knowledge of starting and finishing positions. Knowledge of wall bar safety.	Knowledge of the teddy roll, dirt, arch. Knowledge of counter and <b>topspin</b> . balance.
<b>Rules</b>	Following a set sequence.		Understands that movements can communicate a mood, feeling or idea, with or without a stimulus.
<b>Personal development</b>	Knowledge of how to increase the difficulty of a skill e.g. stand further away from target.  Talk about what they have done. Talk about what others have done.	Knowledge of how to improve speed, agility and quickness to better performance.  Watch and describe performances. <small>Begin to use how they could improve</small>	To identify when they have improved their performance.  Watch and describe performances, and use what they see to improve their own performance. Talk about <small>the differences</small>

Knowledge of bodies	
<b>EYFS</b>	To know your body changes when you exercise, e.g. your sweating gets faster. Knowledge of different types of exercise, e.g. running, hopping, <b>skipping</b> .
<b>Year 1</b>	Start to understand how their heart rate rises during physical exercise. Knowledge of the benefits of exercise.
<b>Year 2</b>	To know how your body can benefit from different sports, e.g. in gymnastics you are improving strength. Knowledge of the benefits of different types of exercise.

## Healthy Participation

See REAL PE learning cog



# 8. Subject Specific Enhancements

- Golden Mile
- DPAS
- Sports Clubs
- Zumba
- Inter and Intra competitions
- Sports Day
- Dance celebration events
- Assemblies
- Colour run
- Yoga Bug
- Sports Leaders
- Termly Sports challenges