



Physical development and PE Yearly overview

Intent

Bramley C of E (VA) Infant and Nursery School recognises the value of Physical Education (P.E) and physical development. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying taught skills in order to promote positive attitudes towards a healthy lifestyle. Thus we enable children to make informed choices about physical activities throughout their lives.

We fully adhere to the aims of the EYFS framework and the national curriculum for physical development education to ensure that all children:

- develop their core strength, stability, balance, spatial awareness, co-ordination and agility.
- develop gross and fine motor skills
- provide the foundation for developing healthy bodies and social and emotional well-being
- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Implementation

Pupils within EYFS undertake daily physical exercise within a specialised external play area, including a fixed trim trail. They also have use of a range of sporting and climbing equipment for both indoor and outdoor use.

Through continuous provision children have access to engage in a variety of learning through physical play and development of gross motor skills. Reception children also have a weekly focused PE time with a qualified sports coach.

EYFS lays strong foundation focusing on fundamental movements, fine and gross motor skills.

Learning is adapted to support the needs of every child and staff ensure SEND child can engage fully in sessions using adapted resources where appropriate. Children are given wider opportunities to build character and embed values through regular teamwork activities, competitive sport and Sports Day.

P.E. is taught at Bramley Infant and Nursery School as an area of learning to develop understanding of physical, social and mental awareness. It is integrated where possible with other curriculum areas.

Children in KS1 have 1 session per week with Sport Stars and one led by the class teacher. The teacher led session follows our school PE scheme 'Get Set 4 PE'. It has links to our topics each term.

It is taught at a minimum of two PE sessions a week, encompassing Gymnastics, Games, Ball Skills and Dance.

Children in Year 2 also have the opportunity to develop their swimming skills in the summer term.

A dedicated play leader supports children at lunchtime, teaching physical games and teamwork skills

We teach lessons so that children:

Have fun and experience success in sport

Have the opportunity to participate in P.E at their own level of development Secure and build on a range of skills.



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Develop good sporting attitudes
Understand basic rules
Experience positive competition both at an inter school level and intra school level. Learn in a safe environment
Challenge their own personal development in a wide range of activities
Have a foundation for lifelong physical activity, leaving the infant school as physically active. Reflect on their own practice and with support identify areas for improvement.

Impact

P.E is taught as a basis for lifelong learning, where the children have access to a wide range of activities in the belief that if taught well and the children are allowed to succeed, then they will continue to have a physically active life.
A high-quality physical education curriculum inspires all children to succeed and excel in competitive sport and other physically-demanding activities. At Bramley Infant and Nursery School, we provide opportunities for children to become physically confident in a way which supports their health, well-being and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.



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Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ELG- Physical development Gross Motor Skills Children at the expected level of development will: 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.						
Nursery (Topics)	Autumn	Light and dark/Christmas	Nursery Rhymes	New life/ Easter	Friends and family	Courage
	Range 3 Moving and handling <ul style="list-style-type: none"> • Develops security in walking upright using feet alternately and can also run short distances • Walks upstairs facing forwards holding rail or hand of adult, with both feet onto a single step at a time • Changes position from standing to squatting and sitting with little effort • Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions • Hands start to operate independently during a task that uses both, with each hand doing something different at the same time (e.g. holding a block in one hand and steadying the other block with the other hand. • Shows interest, dances and sings to music rhymes and songs, imitating movements of others • Can walk considerable distance with purpose, stopping, starting and changing direction Range 3 Health and self-care <ul style="list-style-type: none"> • Highly active in short bursts, with frequent and sudden need for rest or withdrawal • Uses physical expression of feelings to release stress. Range 4 Moving and handling <p>Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands</p> <ul style="list-style-type: none"> • Sits comfortably on a chair with both feet on the ground • Runs safely on whole foot • Moves in response to music, or rhythms played on instruments such as drums or shakers • Jumps up into the air with both feet leaving the floor and can jump forward a small distance • Begins to walk, run and climb on different levels and surfaces • Begins to understand and choose different ways of moving • Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it • Climbs up and down stairs by placing both feet on each step while holding a handrail for support • Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride • May be beginning to show preference for dominant hand and/or leg/foot Range 4 Health and self-care <ul style="list-style-type: none"> • Very energetic in short bursts and needs time for rest and calm <p>Can hold a cup with two hands and drink well without spilling</p>					



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Pre-School (Topics)	All about me	Autumn and celebrations	Cycle 1- Winter and Superheroes Cycle 2 - Traditional Tales	Cycle 1- Superheroes and Spring Cycle 2 - Under the Sea	Cycle 1 - The Great Outdoors Cycle 2 - Farms and Farm Animals	Cycle 1 - Amazing animals Cycle 2 - Minibeasts
	<p>Range 4 Moving and handling Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands</p> <ul style="list-style-type: none"> • Sits comfortably on a chair with both feet on the ground • Runs safely on whole foot • Moves in response to music, or rhythms played on instruments such as drums or shakers • Jumps up into the air with both feet leaving the floor and can jump forward a small distance • Begins to walk, run and climb on different levels and surfaces • Begins to understand and choose different ways of moving • Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it • Climbs up and down stairs by placing both feet on each step while holding a handrail for support • Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride • May be beginning to show preference for dominant hand and/or leg/foot <p>Range 4 Health and self-care</p> <ul style="list-style-type: none"> • Very energetic in short bursts and needs time for rest and calm • Can hold a cup with two hands and drink well without spilling <p>Range 5 Moving and handling</p> <ul style="list-style-type: none"> • Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise • Walks down steps or slopes whilst carrying a small object, maintaining balance and stability • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object • Creates lines and circles pivoting from the shoulder and elbow 					



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	Range 5 Health and self-care <ul style="list-style-type: none"> • Observes and can describe in words or actions the effects of physical activity on their bodies. • Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely • Observes and controls breath, able to take deep breaths, scrunching and releasing the breath • Can mirror the playful actions or movements of another adult or child 					
Reception (Topics)	All about me	Light and dark	Storytelling	Storytelling	Not a box	Pirates
	Range 6 Moving and handling <ul style="list-style-type: none"> • Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping • Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk • Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance • 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 Range 6 Health and self-care <ul style="list-style-type: none"> • Can initiate and describe playful actions or movements for other children to mirror and follow • Shows some understanding that good practices with regard to exercise, • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others • Shows understanding of how to transport and store equipment safely • Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience 					
	Multi-Skills Hold and receive the ball using correct technique Travel safely with ball in large and small areas – walking – jogging – running Give and receive the ball to partner with hands in correct position - whilst walking – jogging – to different classmates	Hockey Hold the stick with correct technique Travel safely with hockey stick in large and small areas – walking – going sideways - going backwards -jogging – running Timing with the head of the hockey stick to hit a target safely and accurately Travelling with the ball under control -	Gym/balance /movement Balance using different body parts Travel safely across apparatus / benches Land safely when jumping – on floor – from a bench Perform simple transitions between different skills i.e. jump into a roll etc	Ball Skills Hold and receive the ball using correct technique Travel safely with ball using bounce and catch in large and small areas – walking – jogging – running Give and receive the ball to partner with hands in correct position - whilst walking – jogging – to	Cricket Stop a ball that's rolling towards you from a partner then return the ball rolling it back to your partner – large ball to start moving to tennis ball - close – increase distance – low and high Pass and receive the ball to partner, taking a touch to control the ball before passing back – standing still – whilst moving –	Tri Golf Hold the putter with correct technique Get footwork correct in relation to your feet and the ball (Triangle shape) Tick Tock, get consistent rhythm swinging the putter back and forwards under control Understand the safety issues when putting and when watching your teammate Successfully contact



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	<p>Score a try using correct technique – walking – jogging – running</p> <p>Clear communication with a partner – small group – whole class</p>	<p>walking – going sideways - going backwards - jogging – running</p> <p>Dribbling with the ball using Indian dribble and speed dribble - walking – going sideways - going backwards - jogging – running</p> <p>Push pass the ball accurately to partner over a small distance – to different classmates - increase distances</p> <p>Receive a push pass accurately to partner over a small distance – to different classmates - increase distances</p> <p>Scoring using correct technique – walking – jogging – running – into large goal – small goal</p> <p>Clear communication with a partner – small group – whole class</p>		<p>different classmates</p> <p>Bounce pass accurately to partner over a small distance – to different classmates - can bounce 2 times – can bounce once - increase distances based on progress seen</p> <p>Keep the ball bouncing using strong hand – 1,2,3,4.....20 times?? – weak hand - walking – jogging – running</p> <p>Clear communication with a partner – small group – whole class</p>	<p>jogging – to different classmates Shoot the ball with some accuracy into a goal</p> <p>Keep the ball under control whilst dribbling on the move</p> <p>Clear communication with a partner – small group – whole class</p> <p>Throw the ball with some accuracy under arm and over arm from a balanced position – large targets – small targets – small distances – long distances – standing still – on the move</p> <p>Bowl underarm using basic technique – standing still</p> <p>Hit a ball off a tee with a bat accurately – into areas or targets at close then longer distances</p>	<p>a large ball when putting sending it towards a target with some accuracy</p>
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National Curriculum for KS1 Pupils should be taught to: <ul style="list-style-type: none"> • 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 • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. Swimming and water safety <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively • perform safe self-rescue in different water-based situations. 						
Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Tag rugby All the EYFS progressions and skills need to be established then move onto: Make a pop or swing pass whilst walking – jogging – running Pop and Swing pass accurately to partner over a small distance – to different classmates - increase distances based on progress seen Tag someone – walking – jogging – running Show composure to pass, tag or score a try in a competitive situation	Hockey All the EYFS progressions and skills need to be established then move onto: Make a push pass whilst under pressure – walking – jogging – running – large area – small area Dribble and keeping the ball under pressure – walking – jogging – running – large area – small area Basics of defending trying to get the ball off an opponent – walking – jogging – running – large area – small area Show composure to pass, Indian or speed dribble or score in a competitive situation	Gymnastics All the EYFS progressions and skills need to be established then move onto: Transition between different balances / partner balances Understand the difference between points and patches Travel across apparatus / benches using different shapes / moves Perform rolls over 2 to 3 matts put together Star, pencil and tuck jumps performed from a nestling table or box Perform sequences using up to 3 or 4 different skills	Basketball All the EYFS progressions and skills need to be established then move onto: Chest pass accurately to partner over a small distance – to different classmates - can bounce 2 times – can bounce once - increase distances Dribble with control in a straight line – different directions – using either hand – large area – small area – Perform a basic lay up with some accuracy – walk – jog – run Show composure to	Cricket All the EYFS progressions and skills need to be established then move onto: Catch a ball with one or two bounces thrown to you from a partner then throw back with partner catching the ball with same number of bounces. Shuttle cock then large ball to moving to tennis ball - close – increase distance low and high throws Stop a ball that's rolling towards you using the long barrier from a partner then return the ball rolling it back to your partner – large ball to start	Tri Golf All the EYFS progressions and skills need to be established then move onto: Successfully contact a medium ball when putting sending it towards a target with some accuracy Hold the Chipper with correct technique Understanding of the basic differences between the putter and chipper Get the ball to go up in the air some of the time Demonstrate correct technique



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				<p>bounce pass and dribble in a competitive situation</p>	<p>moving to tennis ball - close – increase distance – low and high Get into position to catch without a bounce -use shuttle cocks to begin as gives time to get into position then move onto large soft balls then tennis balls – increase height – increase distance</p> <p>Bowl using a straight arm and a step – small to longer distances / progress to star-to-star technique / hit large targets then move onto smaller</p> <p>Hit a ball off a tee with a bat accurately and with power – into areas or targets at close</p>	<p>of chipping technique</p> <p>Successfully contact a large ball when chipping sending it towards a target with some height and accuracy</p>
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Year 1 Get Set 4 PE	Fitness In this unit children develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body. They will work independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best. This unit covers mastering basic movements including running, jumping and throwing. Children will develop balance, agility and co-ordination.	Fitness In this unit children develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body. They will work independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best. This unit covers mastering basic movements including running, jumping and throwing. Children will develop balance, agility and co-ordination.	Dance Children 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. They will copy repeat actions linking them together to make short dance phrases. Children will be given the opportunity to perform dances using simple movement patterns and also provide feedback using dance terminology.	Team Building Children will develop their teamwork skills. They will work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They will develop the key skills of communication and problem solving, participating in team games and developing simple tactics. They will be given the opportunity to discuss and plan their ideas and reflect on their success.	Team Building Children will develop their teamwork skills. They will work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They will develop the key skills of communication and problem solving, participating in team games and developing simple tactics. They will be given the opportunity to discuss and plan their ideas and reflect on their success.
	Yoga Children will learn about mindfulness and body awareness. They begin to learn poses and techniques that will help them to connect their mind and body. This unit aims to improve strength, flexibility, co-ordination and balance.	Yoga Children will learn about mindfulness and body awareness. They begin to learn poses and techniques that will help them to connect their mind and body. This unit aims to improve strength, flexibility, co-ordination and balance.		Yoga Children will learn about mindfulness and body awareness. They begin to learn poses and techniques that will help them to connect their mind and body. This unit aims to improve strength, flexibility, co-ordination and balance.	Yoga Children will learn about mindfulness and body awareness. They begin to learn poses and techniques that will help them to connect their mind and body. This unit aims to improve strength, flexibility, co-ordination and balance.



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Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<p>Tag rugby All the Year 1 progressions and skills need to be established then move onto:</p> <p>Pass the ball to successfully whilst someone is trying to tag you</p> <p>Show decision making when and when not to pass the ball in</p> <p>competitive situations</p> <p>Beat a defender to score a try</p> <p>Perform passing, tagging and scoring in competitive games and drills</p>	<p>Hockey All the Year 1 progressions and skills need to be established then move onto:</p> <p>Show decision making when and when not to pass the ball in competitive situations - walking – jogging – running – large area – small Area</p> <p>Show decision making when and when not to pass the ball in competitive situations - walking – jogging – running – large area – small area</p> <p>Beat a defender to score - walking – jogging – running – large area – small area</p> <p>Perform passing, dribbling, and scoring in competitive team games and drills</p>	<p>Gymnastics All the Year 1 progressions and skills need to be established then move onto:</p> <p>Partner balances and balances in 3s</p> <p>Mirror skills with a partner taking it in turns to lead</p> <p>Jump and land safely using $\frac{1}{4}$ and $\frac{1}{2}$ turns – from the ground – a bench – a box or nestling table</p> <p>Transition between different rolls over different distances smoothly</p> <p>Come up with own routine or sequences with a partner using the different elements learnt over the course of the scheme</p>	<p>Basketball All the Year 1 progressions and skills need to be established then move onto:</p> <p>Combine dribbling and passing under pressure – small area – large area Show decision making when and when not to pass and dribble in competitive situations</p> <p>Beat a defender to score a basket – walk – jog – run</p> <p>Perform dribbling, passing, and shooting in competitive games and drills</p>	<p>Cricket All the Year 1 progressions and skills need to be established then move onto</p> <p>Bowl using star-to-star technique moving onto walking – jogging – running in to bowl at the wicket</p>	<p>Tri Golf All the Year 1 progressions and skills need to be established then move onto:</p> <p>Putt a small ball over larger distances and with greater accuracy</p> <p>Chip a medium or small ball over larger distances and with greater accuracy</p> <p>Perform skills correctly in competitive drills and games</p> <p>Get most chips to go up in the air</p> <p>Combine putting and chipping and understand when to use which club</p>



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<p>Year 2</p> <p>Get Set 4 PE</p>	<p>Invasion Games Invasion games are games where there are two teams and two goals. In this unit children develop their understanding of attacking and defending and what being 'in possession' means. Children will use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They will learn how to score points and play by the rules.</p> <p>Key skills: dribble, throw, kick, receive, run, jump, change direction and speed, balance.</p>	<p>Yoga Children will learn about mindfulness and body awareness. They begin to learn poses and techniques that will help them to connect their mind and body.</p> <p>This unit aims to improve strength, flexibility, co-ordination and balance.</p>	<p>Dance</p> <p>Children will explore space and how their body can move to express an idea, mood, character or feeling. They expand their knowledge of travelling actions and they will build on their understanding of dynamics and expression. They will use counts to 8 to keep in time with the music and a partner.</p> <p>Children will explore pathways, levels, shapes, directions, speeds and timings using simple movement patterns.</p>	<p>Swimming</p> <p>Place face and head in water safely</p> <p>Float on front and back using apparatus if required</p> <p>Swim competently, confidently and developing proficiently over a distance of at least 25 metres</p> <p>Begin to use techniques that support a range of strokes effectively [for example crawl, backstroke and breaststroke]</p> <p>Develop water confidence in and around pool area</p> <p>Enter and exit pool safely, front</p>	<p>Swimming</p> <p>Place face and head in water safely</p> <p>Float on front and back using apparatus if required</p> <p>Swim competently, confidently and developing proficiently over a distance of at least 25 metres</p> <p>Begin to use techniques that support a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Develop water confidence in and around pool area</p> <p>Enter and exit pool safely</p>
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