

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

It is taught at a minimum of two PE sessions a week, encompassing Gymnastics, Games and Dance on a termly cycle

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

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.

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. <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 <ul style="list-style-type: none"> • 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>Pre-School (Topics)</p>	<p>All about me</p>	<p>Autumn and celebrations</p>	<p>Traditional tales</p>	<p>Under the sea</p>	<p>Farms and farm animals</p>	<p>Minibeasts</p>
<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 <ul style="list-style-type: none"> • 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 <p>Range 5 Health and self-care</p> <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
	<p>Range 6 Moving and handling</p> <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 <p>Range 6 Health and self-care</p> <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 					
	<p>Multi-Skills</p> <p>Hold and receive the ball using correct technique</p> <p>Travel safely with ball in large and small areas – walking – jogging – running</p>	<p>Hockey</p> <p>Hold the stick with correct technique</p> <p>Travel safely with hockey stick in large and small areas – walking – going sideways - going backwards -jogging – running</p>	<p>Gym/balance /movement</p> <p>Balance using different body parts</p> <p>Travel safely across apparatus / benches</p> <p>Land safely when jumping – on floor – from a bench</p>	<p>Basketball</p> <p>Hold and receive the ball using correct technique</p> <p>Travel safely with ball using bounce and catch in large and small areas – walking – jogging – running</p>	<p>Football</p> <p>Pass with some accuracy to partner – different classmates</p> <p>Dribble safely with the ball in large and small areas – walking – jogging – running</p>	<p>Cricket</p> <p>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</p>

	<p>Give and receive the ball to partner with hands in correct position - whilst walking - jogging - to different classmates</p> <p>Score a try using correct technique - walking - jogging - running</p> <p>Clear communication with a partner - small group - whole class</p>	<p>Timing with the head of the hockey stick to hit a target safely and accurately</p> <p>Travelling with the ball under control - 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 -</p>	<p>Perform simple transitions between different skills i.e. jump into a roll etc</p>	<p>Give and receive the ball to partner with hands in correct position - whilst walking - jogging - to 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>Pass and receive the ball to partner, taking a touch to control the ball before passing back - standing still - whilst moving - jogging - to different classmates</p> <p>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>
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		running – into large goal – small goal Clear communication with a partner – small group – whole class				
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National Curriculum for KS1

Pupils should be taught to:

- 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

- 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.

Year 1	<p>Tag rugby All the EYFS progressions and skills need to be established then move onto:</p> <p>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</p>	<p>Hockey All the EYFS progressions and skills need to be established then move onto:</p> <p>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</p>	<p>Gymnastics All the EYFS progressions and skills need to be established then move onto:</p> <p>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</p>	<p>Basketball All the EYFS progressions and skills need to be established then move onto:</p> <p>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 –</p>	<p>Football All the EYFS progressions and skills need to be established then move onto:</p> <p>Dribble with control in a straight-line jogging - running – different directions – using either foot – large area – small area – Pass the ball using the side of your foot under pressure – weaker foot Combine passing and dribbling –</p>	<p>Cricket All the EYFS progressions and skills need to be established then move onto:</p> <p>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</p>
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	<p>Show composure to pass, tag or score a try in a competitive situation</p> <p>Dance BBC Let's Move 2012 Unit 3 – Autumn Autumn Harvest Coordinating the body using arms, legs, hands, feet and whole body</p> <p>Creating movement to represent nature, work-actions and mechanical movements</p> <p>Working at levels (high, medium and low) and changing speeds</p> <p>Using space in a dance narrative. Working in a pair and in groups co-operating together</p> <p>Autumn Weather Moving the whole body and isolated parts.</p> <p>Creating movement to represent natural</p>	<p>off an opponent – walking – jogging – running – large area – small area Show composure to pass, Indian or speed dribble or score in a competitive situation</p> <p>Dance BBC Let's Move 2012 Unit 3 - Autumn Autumn Fireworks Coordinated whole body action.</p> <p>Varying speed of movements, concentrating on fast actions.</p> <p>Varying pathways straight and curvy.</p> <p>Individual, pair-work and groups co-operating together.</p> <p>Autumn Animals Tension and relaxation.</p> <p>Animal movements. Levels (high, medium and low) and changing speeds.</p>	<p>Star, pencil and tuck jumps performed from a nestling table or box Perform sequences using up to 3 or 4 different skills</p> <p>Dance LCP PE The Magic Toys Exploring movement ideas and responding to a range of stimuli</p> <p>Move confidently and safely in own space, using changes of speed, level and direction</p> <p>Remember and repeat a range of actions with a partner</p> <p>Explore the expressive qualities of dance</p> <p>Perform movement phrases using a range of body actions and body parts with a partner</p> <p>Compose and perform dance phrases that express</p>	<p>large area – small area –</p> <p>Perform a basic lay up with some accuracy – walk – jog – run</p> <p>Show composure to bounce pass and dribble in a competitive situation</p> <p>Team Games and Activities Application of previous taught skills e.g throwing, rolling a ball, jumping etc in simple games and activities</p> <p>Awareness of others in a team</p> <p>Coordination</p> <p>Control to start an activity on a signal</p> <p>Development of strategy and planning of movement</p>	<p>walking – jogging – running – large area – small area</p> <p>Dribble and shoot the ball into a goal – walking – jogging – running – small distances – longer distances</p> <p>Show composure to pass and dribble in a competitive situation</p> <p>Dance Circle Dances and Maypole Changes of speed, direction and level</p> <p>Balance and control of one's own body</p> <p>Awareness of the other dancers in the space</p> <p>Fitting movements to the beat of music</p> <p>Evaluating and improving one's own performance</p>	<p>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 moving to tennis ball - close – increase distance – low and high</p> <p>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>
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	<p>weather movements.</p> <p>Varying speed of movements.</p> <p>Being aware of one's own space and in relation to others.</p> <p>Working in a pair and in groups co-operating together.</p> <p>BBC Let's Move 2011 Autumn Unit 3 – Diwali - Festival of Light Rama and Sita Being tall and upright;</p> <p>Using head, hands and arms</p> <p>Being in control of body</p> <p>Moving by reaching, stretching, skipping, travelling</p> <p>Contrasts in speed and strength</p> <p>Awareness of levels; personal and general space</p>	<p>Exploring the space with varying pathways.</p> <p>Pair-work and groups co-operating together.</p> <p>Unit 4 – The Journey of the Magi In search of Baby Jesus and Gifts for a King</p> <p>Tension and relaxation.</p> <p>Explore walking actions.</p> <p>Explore levels (high, medium and low) and changing speeds.</p> <p>Varying pathways.</p> <p>Pair-work and groups co-operating together.</p>	<p>moods, ideas and feelings with a partner</p> <p>Work in groups to perform a set movement phrase Perform dance phrases in a group that express</p> <p>Compose and perform short dances with clear beginnings, middles and ends, that express ideas, and communicate moods and feelings</p> <p>Copy, watch and describe dance movement</p>			<p>then longer distances</p> <p>Dance/Sports Day preparation Circle Dances and Maypole Changes of speed, direction and level Balance and control of one's own body Awareness of the other dancers in the space Fitting movements to the beat of music Evaluating and improving one's own performance</p> <p>Team competitions and racing Application of previously taught skills e.g throwing, rolling a ball, jumping etc in simple games and activities</p> <p>Awareness of others in a team</p> <p>Competing as an individual</p> <p>Coordinate oneself managing to move limbs appropriately.</p>
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	<p>Working in unison, working with partner; mirroring, leading and following</p> <p>Monkey madness</p> <p>Holding body shapes</p> <p>Travel, roll, turn, jump and balance</p> <p>Contrast in speed and quality</p> <p>Body shape; contrast in size of movement</p> <p>Working in unison, group action and reaction</p>					<p>Learning to keep in a linear space</p> <p>Control to start an activity on a signal</p> <p>Running through the finish line</p> <p>Sense of competition and appropriate sportsperson behaviour</p>
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>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>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 ¼ and</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</p> <p>Show decision making when and when not to pass and dribble in</p>	<p>Football All the Year 1 progressions and skills need to be established then move onto:</p> <p>Understand the basics of using body position to defend</p> <p>Combine dribbling, passing and shooting under pressure – small area – large area</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>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>Dance – heroes and villains Understand importance of warm up/ cool down and complete safely</p> <p>Use and navigate space effectively</p> <p>Rehearse and remember short sequence of movements</p> <p>Work collaboratively with others to create performance</p> <p>Working in unison, working with partner; mirroring, leading and following</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>Dance - heroes and villains Rehearse/perform a sequence of movements in response to stimuli.</p> <p>Change direction when in movement safely</p> <p>Use and modify speed of movement</p> <p>Use and modify speed of movement</p>	<p>½ 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>Dance – The Lion King Rehearse/perform a sequence of movements in response to stimuli.</p> <p>Change direction when in movement safely</p> <p>Use and modify speed of movement</p> <p>Modify body shape in response to instruction</p> <p>Hold body shape exhibiting control</p>	<p>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>Dance – The Lion King Rehearse/perform a sequence of movements in response to stimuli.</p> <p>Change direction when in movement safely</p> <p>Use and modify speed of movement</p> <p>Modify body shape in response to instruction</p> <p>Hold body shape exhibiting control</p> <p>Use correct vocabulary for balance and agility</p> <p>Create movement in unison and canon</p>	<p>Show decision making when and when not to pass and dribble in competitive situations</p> <p>Beat a defender to score a goal – walk – jog – run</p> <p>Perform dribbling, passing and shooting in competitive games and drills</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</p>	<p>Hitting the wicket with one bounce when bowling</p> <p>Fielding the ball on the move and throwing back to a teammate with accuracy – short – long distances – walking – jogging – running</p> <p>Facing a ball being bowled at you and defending the wicket with the bat</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</p>
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		<p>Modify body shape in response to instruction</p> <p>Working at levels (high, medium and low) and changing speeds</p> <p>Hold body shape exhibiting control</p> <p>Use correct vocabulary for balance and agility</p>	<p>Use correct vocabulary for balance and agility</p> <p>Create movement in unison and canon</p> <p>Create facial expression to express intent</p> <p>Evaluate and reflect on own performance</p>	<p>Create facial expression to express intent</p> <p>Evaluate and reflect on own performance</p>	<p>crawl, backstroke and breaststroke]</p> <p>Develop water confidence in and around pool area</p> <p>Enter and exit pool safely</p>	<p>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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