

**PE Curriculum Map**

| V | All our values will be taught throughout the whole of the PE curriculum, however certain key values will be taught more explicitly.   * Respect - children learn to respect themselves and others * Courage - children participate in activities and try new skills. If they don’t succeed, they are encouraged to try again * Trust - children learn to work and collaborate with others * Honesty - children learn the importance of being honest when they are competing against themselves and others * Happiness - PE promotes the importance of physical activity which has been proven to increase endorphins. Physical activity is appreciated by the whole school community as a vehicle to ensure positive mental health. * Cooperation - children learn to work sensibly with others, take turns and share their ideas * Caring - children are taught ways in which they can give praise to each other in a constructive way |
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| E | * A high quality running track is used to promote physical activity. All children are encouraged to walk, run, skip or jump every day. * The school boasts an extensive woodland area where children have access at play, lunch and during learning sessions. This allows children to develop their gross and fine motor skills, take risks, compete against each other and themselves. * PE sessions take advantage of a range of hard and soft surfaces, indoors (hall) outdoors (field and playground) which give children the opportunity to take part in physical activity in a range of environments. |
| L | * Our PE curriculum is carefully designed to equip children with the Fundamental Movement Skills to realise their full potential. * Through partner and team work, children are given the opportunity to develop their collaborative skills * Children are taught to critique their own performances and explain why someone is working or performing well. * Through a wide range of physical activities, children learn to appreciate their own bodies and learn how to look after themselves in later life. |
| C | * Physical activity features heavily in whole school events, such as Sports Day, Multiskills Day, seasonal events such as Christmas Plays and Maypole Dancing at the May Fair. * National and global sporting events are celebrated in special assemblies and themed PE lessons, giving children role models and aspirations to achieve. * Our school has a wide range of extra curricular provision which uses the skills and expertise of the local community * Our school also works with parents and carers to promote physical activity through national initiatives. * Daily Wake and Shake |
| R | * All children are encouraged to take risks in PE lessons, by challenging themselves by trying new skills and improve their performance. * Through the teaching of PE lessons, children will develop responsible attitudes towards the safety of themselves and others, and to develop an appreciation of safe practice in all movement activities. |
| O | * All children will be taught PE for two sessions a week, one indoors and one outdoors. * Children are taught the skills and knowledge in order to be able to participate in a wide range of sporting and physical activities * To enhance our curriculum, the school provide children with the opportunity to try new physical activities, through sporting lunchtime provision, workshops and themed PE lessons. |

**Intent**

 Our aim at Fetcham Village Infant School is by the end of Key Stage One, is that every child has had the opportunity to develop their **fundamental movement skills**. These are centered on **agility, balance and coordination**, beginning to introduce **healthy and friendly competition and cooperative learning**. Children will become physically literate by developing these fundamental skills, building up the blocks that underpin the ability to play and be involved in many different sports. In EYFS and Key Stage One, Fetcham Village Infant school uses the ‘Val Sabin’ scheme to increase the children’s ability to move more confidently and effectively. It helps to assist children undertake everyday challenges, play, learn more effectively and participate successfully in Physical Education and Sport. Recognising high quality teaching and learning within PE and Sport is characterised by a **broad, holistic approach**; Fetcham aims to develop the whole child. The school uses a multi ability approach to develop a range of **personal, social, physical, cognitive and creative abilities**. Every child learns at their own speed and that over time each child will reach the standards by the time they finish Key Stage One.

In Addition, our whole school approach to learning is through our own unique VELCRO program. This underpins the fundamentals of teaching physical education in our school. All children and staff have the opportunity to be physically active throughout the day. Here are many examples of how we do it at FVIS:

The day begins with **‘Wake and Shake**’ and gives the children and staff an opportunity to feel a sense of belonging, fun, happiness and movement.

The **daily run** provides another opportunity for all children to be active where they can set their own personal goals and targets. Opportunity is also given to **reflect on the effect exercise** has had on their bodies and minds. At playtimes the running track is always open and a lunch time running club has been set up and available to all. Children’s **personal achievements are celebrated** and recognised in the Celebration assembly. At lunch play the children are supported by our Sports Coach to become physically active by co-operating with each other and setting up their own mini team games.

The immediate **environment provides a wealth of opportunities to move** and explore – reception outdoor area, playground, wood, hall and the field. These areas allow children to take risks, attempt new skills, compete against each other or themselves and learn from their peers. The children will experience success and challenges and their learning is supported through lessons carefully delivered by teaching staff.

The school also sets up an environment to be **physically active by providing after school clubs** – multi skills, tennis, taekwondo and dance. **P.E assemblies celebrate worldwide sporting events** and sporting heroes who help inspire children to be the best they can be. Celebration assembly recognises classes who walk, cycle or scoot to school – **The Green Footprint.**

We invite the community into school to share **traditional events** such as dance routines in the Christmas play, Maypole and country dancing at the Mayfair and Sports Day and multi skills afternoon.

**Implementation**

The P.E Curriculum has been carefully planned for progression across all year groups supported by Val Sabin’s Scheme of Work. Teachers have clear expectations of the end points children need to reach (see curriculum map). During the lessons teachers build upon childrens’ prior learning and re-visit learning throughout the lesson. Lessons are carefully structured to allow time for teachers to deliver, observe and assess the children’s movements. For example, warm ups - Assessment - heart(life long learner), giving time for the children to explore independently - Assessment -head (creative thinking), skill based activity - Assessment - Hands (skill), partner work/collaboration - Assessment - Hands (skill) and head (creative thinking) and a cool down - Assessment - heart(life long learner). Each unit of work allows for children to develop their skills in a variety of contexts and lots of opportunities are given for children to think of their own movements, practise and adapt them. In games lessons children are given the bigger picture of the sport i.e. hockey, tennis etc but much time is spent on developing the key skills of sending and receiving, dribbling, passing and target aiming to allow the children to access all sports.

**Children will acquire how to:**

* To develop and explore physical skills with increasing control and co-ordination.
* To realise their full potential and to develop movements, co-ordination, confidence and body awareness in a range of contexts.
* To develop co-operation, team work and communication skills through a variety of physical activities.
* To be physically active for sustained periods of time.
* To engage in competitive sports and activities.
* To develop children’s approach to peer and self-assessment.
* To develop an understanding of fitness and health and the benefits of a healthy and active lifestyle.
* To promote responsible attitudes towards the safety of themselves and others and to develop an appreciation of safe practice in all movement activities.

**Children will develop skills:**

* 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
* To participate in team games, developing simple tactics for attacking and defending

To perform dances using simple movement patterns.

**Impact**

We measure the impact of our curriculum through the following methods :

* Learners develop detailed knowledge and skills across the full breadth of the PE curriculum through engaging with an age-appropriate curriculum content.
* Teachers using the assessment approach Hands (skill), head (creative thinking), heart(life long learner) throughout the lessons.
* On-going feedback to the children and from the children during the lessons
* Interviewing the children about their learning (pupil Voice)
* Annual reporting of standards across the curriculum.
* Children will have a love for P.E and have an awareness of how they can use this later in their own lives.
* Staff meetings to support teachers CPD

# Level Expected at the End of EYFS



 

| **Key Stage 1 National Curriculum Expectations** | **Key Stage 2 National Curriculum Expectations** |
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| Pupils should be taught:   * Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, 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. | Pupils should be taught:   * Use running, jumping, throwing and catching in isolation and in combination * Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending * Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] * Perform dances using a range of movement patterns * Take part in outdoor and adventurous activity challenges both individually and within a team * Compare their performances with previous ones and demonstrate improvement to achieve their personal best. |

**PE Curriculum Overview**

| **Whole School** | **RECEPTION** | **YEAR 1** | **YEAR 2** |
| --- | --- | --- | --- |
| **AUTUMN 1** | | | |
| Wake and Shake  KS 1 Skipping workshop | **Games: Using a Bean Bag** (Val Sabin)   * To know how to use space safely * To travel with increasing control and coordination * To use a range of small games equipment safely and with increasing control * To concentrate and play an aiming game * To throw and catch to self | **Games: Unit 1 Focus on Ball skills and Games** (Val Sabin)   * To know how to show different ways of using a ball - kicking, rolling, throwing, catching, dribbling, bouncing * To throw and catch to self and a partner with increasing accuracy * To move safely and actively about the space * To observe, copy and make up mini games as individuals and in two’s | **Games:** **Unit 3 Dribbling, Kicking and Hitting**  (Val Sabin)   * To develop with increasing control dribbling, passing and target aiming * To know how to apply basic tactics and strategies for attacking play * To know how to work co-operatively with another person in a team * To make up simple attacking and defending games |
| **Dance : Unit 1** (Val Sabin)   * To be aware of space and know how to move safely around the room * To make simple shapes with their bodies * To travel on feet in a variety of ways * To recognise repeated sounds and sound patterns and match movements to music | **Dance Unit 1 -streamers and conkers** (Val Sabin)   * To make rounded and spiky shapes with their bodies and create different patterns in the air or on the floor   **Gymnastics: Flight – Bounce, jump, land** (Val Sabin)   * To bounce, hop, spring and jump using a variety of landings and take offs * To observe copy and make up their own different body shapes * To link together two or more actions * To describe performances of others | **Dance: Unit 3 - words and messages** (Val Sabin)   * To know how to respond to different types of stimuli -flash cards and story * To know how to work in pairs or small groups to create ideas for a dance * To change and vary actions -speed, size, weight   **Gymnastics: Parts high and Parts low** (Val Sabin)   * To travel and balance confidently showing different parts of the body high and low * To link three movements in a planned sequence * To adapt and transfer work safely from the floor to the apparatus * To know how to self evaluate their ideas -hands, head heart |
| **AUTUMN 2** | | | |
| * Wake and Shake * Christmas Play performance (Dance) | **Games: Using a Ball** (Val Sabin)   * To send and receive a ball with increasing confidence and control * To develop co-ordination when steering,bouncing or kicking a ball * To show an awareness of space and share space safely * To know how to use equipment safely   **Gymnastics: Travelling**   * To travel with control in a variety of ways * To show awareness of contrasts in speed and level * To show an awareness of space and share space safely * To know, understand and show safe use of apparatus   ***Learn and perform Christmas Play Dances and Songs*** | **Games – Sending and Receiving Hockey**  **focus**   * To know how to hold and handle a hockey stick * To move safely in and out of a space using a hockey stick * To push/tap a ball using a hockey stick * To aim at a target * To explore making up a simple game with a partner | **Games – Sending and Receiving Hockey**  **focus**   * To begin to understand how to defend and attack using a hockey stick * To design a simple course/game with a partner including rules and point scoring * To know how to co-operate as part of a team * To dribble, pass and aim at a target |
| **Dance Unit 1 -playing with a ball** (Val Sabin)   * To respond to arrange of stimuli * To choose appropriate movements to express the dance idea   ***Learn and perform Christmas Play Dances and Songs*** | **Dance Unit 1 -Reach for the stars** (Val Sabin)   * To use different levels, directions and speeds and choose appropriate actions for the dance idea * To talk about the dance and say why they liked it.   ***Learn and perform Christmas Play Dances and Songs*** |
| **SPRING 1** | | | |
| * Wake and Shake | **Games: Using a Hoops and Quoits** (Val Sabin)   * To use hoops and quoits in a controlled, coordinated and safe way * To cooperate with a partner * To know how to follow the rules of a game   **Dance : Unit 2** (Val Sabin)   * To travel safely in a variety of ways using different body parts * To make simple shapes with their bodies * To move on different levels and different directions * To recognise and use changes of speed | **Games - Attacking and Defending**  **Basketball focus**   * To send and receive the ball at different release heights (head height or above = High and waist height or below –Low) * To aim at a target * To bounce the ball to self and begin to travel while dribbling * To explore how to make up a simple game with a partner | **Games - Attacking and Defending**  **Basketball focus**   * To develop greater control dribbling the ball using one or two hands * To bounce/chest pass to a partner with increasing accuracy * To shoot and aim at a target * To make up a simple game with a partner using rules and point scoring * To explore attacking and defending |
| **Gymnastics: Points and Patches** (Val Sabin)   * To travel confidently and competently on different body parts * To hold still balances positions on large and small body parts * To link two balances together * To know how to adapt floorwork safely onto apparatus | **Gymnastics: Pathways straight,zig-zag and curving)** (Val Sabin)   * To travel confidently and competently on different body parts * To understand how to create different pathways and how to move in different directions * To link together three different movements showing contrast in speed and level. * To perform a range of skills with a partner |
| **SPRING 2** | | | |
| * Wake and Shake | **Games: Using Ropes, Bats and Balls** (Val Sabin)   * To know how to use a bat and ball in a safe, co-ordinated and controlled manner * To send and receive a ball with a partner * To use space and equipment safely * To be aware of changes to the way they feel when exercising   **Gymnastics: Stretching and Curling**   * To travel and balance with control when holding stretched or curled shapes * To stop and start on a given signal * To show an awareness of contrast and levels * To link two movements together | **Games: Sending and Receiving Tennis focus**   * To be able to demonstrate basic balancing, sending and receiving skills. * To know how to work co-operatively with a partner. * To set up their own point scoring target aiming game. | **Games: Sending and Receiving Tennis focus**   * To be able to demonstrate basic balancing, sending and receiving skills using a tennis racket and to be able to achieve this using both a bean bag and tennis ball * To stand sideways and drop the ball to perform a forehand stroke (or hit the ball!) * To begin to think about team tactics while co-operating with a partner * To set up their own point scoring target aiming game. |
| **Gymnastics: Rocking and Rolling** (Val Sabin)   * To spin, rock,turn and roll with control * To plan and link movements together * To work safely with a partner, taking turns and sharing ideas.   **Dance: Jack and the Beanstalk** (Val Sabin)   * To perform simple rhythmic patterns and repeat them in different formations | **Gymnastics: Turning, spinning and twisting** (Val Sabin)   * To understand one part of the body needs to be fixed * To create a twist to link together three movements showing contrasts in speed and level * To use their understanding of turning and spinning and to adapt work safely from the floor to the apparatus   **Dance: Unit 2 Shadows** (Val Sabin)   * To work cooperatively in pairs * To respond to different stimuli |
| **SUMMER 1** | | | |
| * Wake and Shake * May Fair Dance performance | **Games: Partner work (yr 1 unit 4)** (Val Sabin)   * To play running games * To use sending, receiving and travelling with skills in games with a partner * To observe and describe another child’s activity   **Dance: Mayfair Dance**   * To recognise repeated sounds and sound patterns and match movements to music * To link a sequence of movements * To perform in front of an audience | **Games: Hitting & fielding Cricket focus**   * To throw and catch a beanbag and ball as an individual. * To aim to hit a target by rolling a ball. * To explore an overarm throw. * To safely hold a cricket bat correctly and perform a simple hit. | **Games: Hitting & fielding Cricket focus**   * To aim to hit a target by throwing and rolling a ball. * To perform an under arm throw and overarm throw. * To perform a controlled hit with a bat and ball. * To begin to play a simple game following simple rules.-quick cricket |
| **Dance: Mayfair Dance**   * To recognise repeated sounds and sound patterns and match movements to music * To link a sequence of movements * To perform in front of an audience | **Dance: Mayfair Dance**   * To transfer simple movements together to dance around the May Pole * To link a sequence of movements together as part of a team * To perform in front of an audience |
| **SUMMER 2** | | | |
| * Wake and Shake * Sports Day * Multi sports afternoon | **Games: Athletics** (Val Sabin)   * To explore changing speed and different running techniques * To know and follow simple rules * To work co-operatively with a partner and solve problems   **Gymnastics: Taking weight on different body parts**   * To travel with control on different body parts * To show an awareness of different speeds and levels * To link movements together * To know how to safely transfer work from the floor to apparatus | **Games: Speed & balance - Unit 2** year 1 **Athletics** (Val Sabin)   * To explore changing speed and different running techniques * To explore different take off and landing techniques * To explore different throwing techniques | **Games: Speed & balance - Unit 1** Year 2 **Athletics** (Val Sabin)   * To explore different running techniques for shorter and longer distance running * To explore different take off and landing techniques * To explore different throwing techniques - pull and push |
| **Gymnastics: Wide narrow and curled** (Val Sabin)   * To travel, balance and jump confidently showing a variety of body shapes * To demonstrate contrasts in level and shapes * To observe, copy and describe what others are doing | **Gymnastics: Linking Movements together** (Val Sabin)   * To understand how different movements can be linked together smoothly * To plan sequence of movements which they can remember and repeat * To compose and perform a simple sequence with a partner |

**PE Vocabulary: Reception** - Body parts, Walk, Run, Jump, Hop, Skip, Stretch, Space, Forwards Backwards, Sideways, Balance, Throw, Catch, Control, Aim, ‘Challenge yourself’.

**Year 1 -** As above plus Patterns, Movement, Bounce, Land, Roll, Curl, Travel, Safety, Attacking, Defending, Sending, Receiving, Dribbling, Rules, Tactics, Teamwork.

**Year 2 -** As above plus Speed, Levels, , Direction, Spinning, Turning, Fielding,