





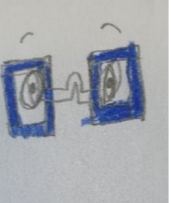



Physical Education Curriculum

Upton Cross Academy



'Inspiring and achieving success for all!'

Characteristics of Learning

								
Be curious	Be resilient	Be critical	Be independent	Be ready	Be focused	Be proud	Be resourceful	Be creative

Level Expected at the End of EYFS

<p>Reception – PSED</p> <ul style="list-style-type: none"> Show resilience and perseverance in the face of a challenge. Know and talk about the different factors that support their overall health and wellbeing: - sensible amounts of 'screen time'. 	<p>Reception – Physical Development</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. 	<p>Reception – Expressive Arts and Design</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. 	<p>ELG: PSED – Managing Self</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. 	<p>ELG: Gross Motor Skills</p> <ul style="list-style-type: none"> 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.
--	--	---	--	---

Key Stage 1 National Curriculum Expectations

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

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

Key Stage 2 National Curriculum Expectations

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- 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.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

Physical Education in the Early Years Foundation Stage

How is Physical Development taught in Reception?

In Reception 'Physical Development' (PD) contains two strands: 'Fine Motor Skills' and 'Gross Motor Skills'. Physical Development is one of the three Prime Areas of Learning in the EYFS framework.

Prime and Specific areas of learning...

The three Prime areas are: Personal, Social and Emotional Development, Physical Development and Communication and Language. The four Specific areas are Literacy, Mathematics, Understanding the World and Expressive Arts and Design. The three prime areas are the focus for practitioners working with children in Reception as these form the basis for successful learning and progress in the four specific areas.

Physical Development Early Learning Goal: (where we expect children should be by the end of Reception) Fine Motor Skills: 'Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing. Gross Motor Skills: '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'. For children to achieve the Early Learning Goals in Physical Development we provide lots of opportunities for children to develop their fine and gross motor skills and they are encouraged to manage their own basic needs. This includes....

- Our Classrooms and outdoor environment are sectioned into lots of different areas of learning. Many of these areas support children's developing physical skills. For example, ... These areas support children's fine skill development: our funky fingers area / writing area / construction area / making area / sensory area and mark making areas outside.
- These areas support children's large skill development: large outside construction area including crates and balancing beams / balls and hoops / ribbons / bikes / steps and paths / climbing tree / climbing wall / climbing frames.
- The children play independently in these areas during our Busy Learning Time (80% of the day).
- Whilst playing within the continuous provision adults observe and assess children's physical skills using an online learning journey called Tapestry. Photos, video clips, comments and assessments are added to their individual profile. If children are identified as being below expected levels adults then support children; helping to develop their physical skills as they play. For example, helping to improve their catching skills / climbing steps / using scissors / putting on their wellies etc...
- Although adults provide continuous provision to support children's physical skills on a daily basis we also have focus weeks throughout the year that are based on children's physical development. These skills are linked, where possible, to our weekly topics. For example, when learning about Spring and Planting we focus upon observing and assessing children's fine skills during that week. Whereas when learning about Superheroes we focus upon observing and assessing children's large physical skills etc... This ensures children are motivated to learn and enables adults to make thorough assessments.
- Our 'Team Learning' time always includes a physical activity such as using pencils and small or large equipment. These are short focused activities that involve children working in small groups.
- Parents are provided with homework grids each half term. Homework tasks are based upon our focus Area of Learning for each week. This enables parents to support children with their physical skills at home and they can upload photos and clips to Tapestry for us to share in school at snack time. Teachers can add assessments to these home observations and add them to the child's profile. This is particularly helpful for areas such as large physical skills, because parents are more able to add observations of their child riding a bike, horse riding, doing karate or ballet etc... which we would not get the opportunity to assess at school.
- During the first term of school we have dedicated whole class funky fingers sessions each week. During these session's children practise funky finger exercises and dough gym disco!
- We also have a dedicated PE session each week in addition to our daily outdoor sessions.
- During the Summer term we participate in Sports Day and activity week with the rest of the school.
- We use the SMART board during busy learning time to do exercises and dancing independently.

Physical activity for early years (birth – 5 years)

Active children are healthy, happy,
school ready and sleep better



BUILDS
RELATIONSHIPS
& SOCIAL SKILLS



MAINTAINS
HEALTH &
WEIGHT



CONTRIBUTES TO
BRAIN DEVELOPMENT
& LEARNING



IMPROVES
SLEEP



DEVELOPS
MUSCLES
& BONES



ENCOURAGES
MOVEMENT
& CO-ORDINATION

Every movement counts

Aim for at least
180
Minutes
per day
for children 1-5 years



PLAYGROUND



JUMP



CLIMB



MESSY PLAY



THROW/CATCH



SKIP

Under-1s
at least
30 minutes
across the day



OBJECT PLAY



DANCE



GAMES



PLAY



TUMMY TIME



SWIM



WALK



SCOOT



BIKE

Get Strong. Move More. Break up inactivity

UK Chief Medical Officers' Physical Activity Guidelines, 2019



2 Year Rolling Programme

	EYFS (1 year programme)	KS1		LKS2		UKS2	
		Year A	Year B	Year A	Year B	Year A	Year B
Autumn Term 1	Locomotion: Walking and Jumping	Locomotion: Running, rolling	Locomotion: Running, rolling	Invasion: Tag rugby	Invasion: Handball	Invasion: Tag rugby	Invasion: Handball
Autumn Term 2	Gymnastics: High, Low, Over, Under	Gymnastic Athletics: Hockey	Gymnastics: Linking	Dance/ Gymnastics	Gymnastics: Bridges	Dance/ Gymnastics	Gymnastics: Bridges
Spring Term 1	Dance: E.g. Under the sea	Dance Athletics: Fitness circuits	Dance Athletics: Fitness circuits	Invasion: Invasion games, e.g. football	Dance Invasion: Invasion games, e.g. hockey	Invasion: Football	Dance Invasion: Invasion games, e.g. hockey
Spring Term 2	Ball Skills: Hands 1	Invasion: Football	Outdoor Adventure: Orienteering	Outdoor adventure: Orienteering	Outdoor adventure: Orienteering	Outdoor adventure: Orienteering	Outdoor adventure: Orienteering
Summer Term 1	Ball Skills: Feet	Striking and fielding: Cricket	Athletics Running, catching, jumping	Striking and fielding: Cricket	Athletics: Field	Striking and fielding: Cricket	Athletics: Field
Summer Term 2	Attack vs Defence Games For Understanding	Athletics Running, catching, jumping	Invasion: Basketball	Athletics: Field	Striking & Fielding: Rounders	Athletics: Field	Striking & Fielding: Rounders

Swimming and water safety:

- This will take place each year. Timing depends on the availability of the local pool.
- LKS2 and UKS2 will participate in swimming session.

