

Dobcroft Infant School PE Curriculum Overview FS2



Subject intent:

The intent of the foundation stage PE curriculum is to develop and reinforce the moving and handling aspect of the early learning goals. It will also link to the PSHE aspects of the curriculum. Children in FS stage will have one timetabled PE lesson a week which aims to work alongside the development of physical development that do daily through access to the high quality continuous provision that exists within the school.

In Foundation Stage all children are assessed on the Super movers program which is a program developed to help support fundamental body movements, and assess the moving skills of each child. The program is then used to support children who need further development of their movement skills.

Concepts within PE

The following outlines the key concepts that we aim to develop within children to support them to think like an athlete.

- For children to develop a love of physical activity.
- For children to build and develop children's resilience.
- For children to become a team player.
- For children to be able to take turns.
- For children to develop a sporting attitude.
- For children to develop an awareness of space.

Our Vision	<i>To provide a foundation for fulfilled lives, inspiring confident and happy learners</i>					
Our Values	Enjoy learning learn	Try our best try	Make good choices choose	Respect each other & our surroundings respect	Work together together	Celebrate our successes success

Subject Implementation:

<u>Term:</u>	<u>Autumn Term</u>	<u>Spring Term</u>		<u>Summer Term</u>	
<u>Focus:</u>	<u>Music and Movement</u>	<u>Gymnastics</u>		<u>Games</u>	
Skills:	<p>Learning how to find a space using different travelling actions and shapes.</p> <p>Copy basic body actions and rhythms.</p> <p>Explore different ways of moving different body parts.</p> <p>Show some ability to perform actions that cross the mid-line.</p> <p>Move body with some rhythm to music, being able to move some body parts in time to music.</p>	<p>Travelling: how to find a space using travelling actions.</p> <p>Balances: 5 strong shapes; star, straddle, pike, straight and tuck.</p> <p>Exploring taking weight and stretching their body.</p> <p>Roll: explore different ways your body can roll.</p> <p>Explore how to safely use equipment.</p>	<p>Travelling: different ways and directions.</p> <p>Balances: balance whilst stationary exploring different body parts.</p> <p>Jumping; how to land safely – jumping and hopping with bent knees.</p> <p>Perform; copy and link two actions together.</p> <p>Explore how to safely use equipment.</p>	<p>Using space / travelling: run and stop with control, change direction at a slow pace. Explore moving different body parts. Run and stop when instructed. Move around a space showing limited awareness of others.</p> <p>Ball Skills: Drop and catch a large ball with two hands. Throw large balls and beanbags into a space. Move a ball using their feet. Kick larger balls into a space. Stop a beanbag or larger ball sent to them using their hands. Attempt to stop a large ball sent to them using their feet. Hit a ball using their hands.</p> <p>Rules: Play games as a team. Say why teamwork is important. Make simple decisions in response to a situation.</p>	
Planning:	<p>Planning adapted each week based on needs of the children to develop one of the above key skills.</p> <p>All children assessed using Supermovers and interventions carried out where necessary.</p>	<p>Rawmarsh Spring 1 – Lessons 1 – 6, 9 and 11 – 14</p> <p>Spring 2 – Lessons 7, 8 and 10. 15, 16</p>		<p>Val Sabin Planning</p> <p>Unit 1 – using bean bags</p> <p>Unit 2 – using balls</p>	<p>Rawmarsh planning</p> <p>Focus on participating in team games: Target games Travelling games Chasing games Partner Games</p>
CP:	Varied opportunities inside and out for children to explore their own bodies and how they can move around the space.				

SOCIAL, EMOTIONAL AND THINKING SKILLS

This aspect of PE helps to develop our key concepts of PE throughout the curriculum and embeds our philosophy of the 5 learning 'Rs'

ELG link: Managing Self; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Skill	FS2
Social	To take turns with others.
	To learn to share equipment with others.
	To share their ideas with others.
Emotional	To try again if they do not succeed building their resilience.
	To practise skills independently.
	To show some confidence in trying new tasks and challenges.
Thinking	Begin to identify personal success.
	To choose their own movements and actions in response to simple tasks e.g. choosing to travel by skipping.
	To begin to provide simple feedback saying what they liked or thought was good about someone else's performance.

Subject Impact

Children will meet the expected Early Learning Goals which cover aspects of physical development.

Staff will also feel confident teaching PE using this documentation alongside the skills progression document.

Early Learning Goal	Managing Self	Gross Motor Skills	Fine Motor Skills	Being Imaginative and Expressive
ELG	<ul style="list-style-type: none">• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	<ul style="list-style-type: none">• 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.	Being taught within class not within PE lessons children also work on: <ul style="list-style-type: none">• Hold pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.• Use a range of small tools, including scissors, paintbrushes and cutlery.• Begin to show accuracy and care when drawing.	<ul style="list-style-type: none">• Invent, adapt and recount narratives and stories with peers and their teacher.• Sing a range of well-known nursery rhymes and songs.• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.