

Inspiring every child to achieve in PE, sport and life

Here at the Oaks Learning Federation, our focus is getting children more active by ensuring the P.E curriculum is fun, inclusive, progressive and challenging whilst enabling children to develop positive learning behaviours through our holistic approach.

<p><i>Key Objectives- EYFS</i> <i>In Foundation PE is taught through the curriculum area 'Physical Development'.</i> <i>The Early Learning Goal for this area is:</i></p>	<p><i>Key Objectives- Year One</i> <i>Children will:</i></p>	<p><i>Key Objectives- Year Two</i> <i>Children will continue to develop the skills learnt in Year One by:</i></p>
<p>Physical Development ELG: Gross Motor Skills Children at the expected level of development will:</p> <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. <p>ELG: Fine Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • explore basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination (ABC), and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances and using simple movement patterns • learn a variety of basic gymnastic shapes and explore using apparatus safely 	<ul style="list-style-type: none"> • mastering the basic movements learnt in Year One. Using their skills to play games and working with others to improve their performance. • exploring movement techniques with increasing control • participating in team games- recognising the best ways to score points and stop points being scored. Recognise how they work best with others. Use different rules and tactics for invasive games, developing tactics for attacking and defending • evaluating and improving upon their dance performances • forming simple gymnastic sequences, with a clear start, middle and end, using the floor and apparatus

How we teach P.E

In EYFS, physical development makes up one of the prime areas of the curriculum and is promoted and delivered throughout the daily continuous provision, aimed at developing the children's control and co-ordination. As the year progresses, the children will follow the REAL Jasmine scheme foundation scheme of P.E learning. For each new skill taught, the children are encouraged to apply these skills in games and activities.

In KS1, P.E is taught as two hourly discrete P.E lessons a week, following the Real Jasmine scheme. Real Jasmine provides lesson plans that follow a skills progression, as well as interactive videos and resources for the children to use. P.E can be taught outside using the Real Jasmine teacher progression laminated lesson plans as well. In Key Stage One, during 'CYCLE A', the Year Two Real Jasmine lesson progression will be followed and 'CYCLE B' will follow the Year One Real Jasmine lesson progression.

Each child also receives a login to Real Play- a fantastic resource of games and activities, linked to the skills they will learn at school, that encourage the whole family to stay active.

The skills we teach in PE are underpinned by the **COGS**:

Personal skills, Social skills, Cognitive skills, Physical skills, Creative skills and Health and Fitness.

Over the year, our PE lessons are specifically focused on each of the COGS. Each lesson also has a clear link to the fundamental skills, with sessions allowing for a progression of skills to be practised and applied in fun games and competitive sport activities.

The physical sessions are designed to have personalised outcomes and be accessible for all, whilst offering appropriate challenge to promote ambitious learning. Children are encouraged to take ownership over their own learning by selecting the level of challenge that best suits them. Children are given the opportunity to work collaboratively, to celebrate successes and provide feedback to others, in order to become more confident in physical activity and sport!

Children are encouraged to practise and apply their skills outside of their curricular PE sessions by being involved in inter-school competitions, after school clubs and at playtimes.



Breakdown of Sessions

FOM= Fundamentals of Movement including agility, balance and control skills.

CYCLE A & B REAL Foundations	Year R & Year R/1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Solent Therapy pack/Write dance	Solent Therapy pack/core balance skills	FOM (Real Jasmine Core)	FOM (Real Jasmine Core)	FOM (Real Jasmine Core)	FOM (Real Jasmine Core)
		Parachute	Gym (Real Jasmine)	Gym (Real Jasmine)	Dance (Real Jasmine)	Balanceability	Balanceability
CYCLE A REAL JAS Y2	Year 1/ 2	FOM (Real Jasmine Core)	FOM (Real Jasmine Core)	Gym (Real Jasmine)	FOM (Real Jasmine Core)	FOM (Real Jasmine Core)	FOM (Real Jasmine Core)
CYCLE B REAL JAS Y1		ACE Sports- Hockey Inter school competition	Gym (Real Jasmine)	ACE Sports- Dodgeball/Handball Inter school competition	Dance (Real Jasmine)	ACE Sports- Mini Olympics sports day	Swimming

We are delighted to work with the trained coaches at ACE Sports, who deliver exciting, age-appropriate training for a range of sporting activities, outside the normal curriculum. This further broadens the sport and physical activities that the children experiences whilst being part of the Oaks Federations. At the end of each six-week block, a competition is held between the three schools. This brings the schools together and gives the children the opportunity to celebrate, apply the new skills they have learnt and be competitive.



To further encourage pupils to participate in physical activity and extend the opportunities to access a broad range of sports, we also work alongside Team Spirit who provide extra-curricular sports coaching. High energy and enthusiastic sports coaching promotes a fun and friendly environment for the children, ensuring each child makes the most of every session as they build friendships and establish a strong understanding of team spirit and respect with in sport.



We are also delighted to be working with Totton Health and Leisure and their high qualified swimming instructors to provide swimming lessons to Year 1 and Year 2! Instructors follow the Swim England lesson structures and progression system to teach the pupils' an invaluable life skill.

Here at the Oaks Federation, our aim is ‘for **every child** to be able to ride a bike by the end of Key stage one’. Starting in Foundation in the summer term, we follow the ‘Balanceability’ programme which provides an opportunity for younger children to be involved in cycling. Not only does Balanceability teach children how to ride without stabilisers, but also teaches balance, gross motor skills, core stability and of course, having fun through physical activity. Pupils can/will continue with the Balanceability programme after their foundation year, if required.



Fundamental of Movement Skills (FMS)

For each new fundamental movement skill, there three levels of progression (Yellow, green and red) which are then applied during skill application activities (mini games). Children progress through the skill levels at their own pace until achieving **all green challenges** with confidence and control to be ARE by the end of Key Stage One.

Foundation

In Foundation, physical development makes up one of the prime areas of the curriculum and is promoted and delivered throughout the daily continuous provision, aimed at developing the children’s control and co-ordination. The children also take part in two weekly REAL Jasmine P.E lesson, following the REAL Jasmine scheme, from Spring 1. For each new skill taught, the children are encouraged to apply these skills in games and activities.

Essential Skills

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cogs	Personal	Social	Cognitive	Creative	Physical	Fitness
Assessment Focus / Cogs outcome	Co-ordination: Footwork Static Balance: One leg I enjoy working on simple tasks with help I can work on simple tasks myself I can follow instructions and practise safely	Dynamic Balance to Agility: Jumping and Landing Static Balance: seated I can play with others and take turns and share with help I can work sensibly with others, taking turns and sharing	Dynamic Balance: On a line Static Balance: Stance I can follow simple instructions I can name some things I am good at I can understand and follow simple rules	Co-ordination: Ball Skills Counter Balance: With a partner I can observe and copy others I can explore and describe different movements	Co-ordination: Sending and Receiving Agility: Reaction/Response I can move in different ways I can perform a single movement with some control I can perform a small range of skills and link two movements together	Agility: Ball Chasing Static Balance: Floor Work I am aware of the changes to the way I feel when I exercise I am aware of why exercise is important for good health
Week 1	Baseline Assessment Exploring moving in different ways	Initial Assessment	Initial Assessment	Initial Assessment	Initial Assessment	Initial Assessment
Week 2 Week 3	Side- Step Side-Step both directions. Hop-scotch Hop-scotch forwards and backwards.	Jumping from 2 feet to 2 feet forwards and backwards +quarter turn in both directions	I can walk forwards on a line +backwards +heel to toe landing	Roll a ball down to my toes and back using two hands +one hand +take a ball round my back at tummy height	Roll a large ball to a partner Strike a large ball along the ground to a partner	Chase a ball rolled by a partner and collect in a balanced position, facing the opposite direction +start in a seated/laying position

		+tucked jump with rotation			With a partner- roll a ball to send and receive at the same time.	Chase a large ball, let it roll through my legs and collect it.
Week 4 Week 5	Balancing on one leg- holding onto the wall Balancing on one leg +mini squats + holding it for 30 seconds and keeping eyes closed Switch legs	Seated balance with 1 hand and 1 foot on the floor Pick up a cone from one side, swap hands and place it down. +with both arms and legs off the ground	Stand on a line with control for 10 seconds +on a low beam +maintain balance while receiving an object	Sit holding hands with a partner- lean in and out +stand- one hand to partner, long base +short base and lean back, holding one hand with partner	Catch a large ball dropped at shoulder height after two bounces +tennis ball after one bounce +whilst balancing	With knees and hands on the floor, I can reach round and point to the ceiling with either hand Place a cone on my back and take it off with the other hand. Knees off the floor- lift one arm and point to the ceiling.
Week 6	Re-Visit Assessment	Re-Visit Assessment	Re-Visit Assessment	Re-Visit Assessment	Re-Visit Assessment	Re-Visit Assessment

Key Stage 1

Year One	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cogs	Personal	Social	Cognitive	Creative	Physical	Fitness
Assessment Focus / Cogs outcome	Co-ordination: Footwork Static Balance: One leg I enjoy working on simple tasks with help I can work on simple tasks myself I try several times if at first, I don't succeed I ask for help	Dynamic Balance to Agility: Jumping and Landing Static Balance: seated I can work sensibly with others, taking turns and sharing I can help, praise and encourage others in their learning	Dynamic Balance: On a line Static Balance: Stance I can name some things I am good at I can understand and follow simple rules I can begin to order instructions, movements and skills I can explain why someone is working or performing well I can recognise similarities and differences in performance, with help	Co-ordination: Ball Skills Counter Balance: With a partner I can explore and describe different movements I can select and link movements together to fit a theme I can begin to compare my movements and skills with those of others	Co-ordination: Sending and Receiving Agility: Reaction/Response I can perform a single movement with some control I can perform a small range of skills and link two movements together I can perform a sequence of movements with some changes in level, direction and speed I can perform a range of skills with some control and consistency.	Agility: Ball Chasing Static Balance: Floor Work I am aware of why exercise is important for good health I use equipment appropriately and move and land safely I can say how my body feels before, during and after exercise.

Year Two	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cogs	Personal	Social	Cognitive	Creative	Physical	Fitness
Assessment Focus / Cogs outcome	Co-ordination: Footwork Static Balance: One leg I enjoy working on simple tasks with help I can follow instructions and practise safely I try several times if at first, I don't succeed I ask for help I have begun to challenge myself I know where I am at with my learning.	Dynamic Balance to Agility: Jumping and Landing Static Balance: seated I can work sensibly with others, taking turns and sharing I can help, praise and encourage others in their learning I am happy to show others my ideas I show patience and support others	Dynamic Balance: On a line Static Balance: Stance I can name some things I am good at I can understand and follow simple rules I can begin to order instructions, movements and skills. I can explain why someone is working well I can recognise similarities and differences in performance I can explain what I am doing well and begin to identify areas I can improve.	Co-ordination: Ball Skills Counter Balance: With a partner I can explore and describe different movements I can select and link movements I can begin to compare my movement and skills with others I can recognise similarities and differences in movements and expression I can make up my own rules and versions of activities I can respond differently to a variety of tasks.	Co-ordination: Sending and Receiving Agility: Reaction/Response I can perform a single movement with some control I can perform a small range of skills and link two movements together I can perform a sequence of movements with some changes in level and direction I can perform a range of skills with some control and consistency I can perform and repeat longer sequences with clear shapes I can select and apply a range of skills with good control	Agility: Ball Chasing Static Balance: Floor Work I am aware of why exercise is important for good health I use equipment appropriately and move and land safely I can say how my body feels before, during and after exercise I can explain why we need to warm up and cool down I can describe how and why my body changes during and after exercise.
Week 1	Baseline Assessment Exploring moving in different ways	Initial Assessment- recap previous skills learnt	Initial Assessment- recap previous skills learnt	Initial Assessment- recap previous skills learnt	Initial Assessment- recap previous skills learnt	Initial Assessment- recap previous skills learnt
Week 2 Week 3	Build upon skills learnt Hopscotch +zig-zag with knee across body before changing lead direction +skill application +fluency and control	Jumping from 2 feet to 2 feet forwards and backwards and with a quarter turn +building upon previous skills- freezing on landing (2 feet, hop) +maintaining balance and control	I can walk forwards and backwards on a line +build upon previous skills +increase fluidity and maintain balance +knees up, lunge walks	Roll a ball down to my toes and back using two hands and then one hand +build upon previous skills +increase control and strength +move a ball around waist in less than 20 seconds +add in alternate legs to movements	Roll a soft ball to a partner +build upon previous skills +throw 2 tennis balls against a wall and catch them in a circuit- both hands	Chase a ball rolled by a partner and collect in a balanced position, facing the opposite direction- starting in a seated position +build upon previous skills +roll and chase a small tennis ball, stop it with knee

<p>Week 4 Week 5</p>	<p>Balancing on one leg- holding onto the wall Building on previous skills +standing still on an uneven surface +skill application +maintaining balance- both legs 30 seconds +eyes closed- include 5 squats +complete 10 squats with ankle extension</p>	<p>Seated balance with 1 hand and 1 foot on the floor- pick up a cone from one side and replace on the other side Build upon previous skills + skill application +maintain balance with strength and control +use same hand, rather than swapping +V shape position</p>	<p>Stand on a line and low beam with control for 10 seconds +build upon previous skills +increase stability and control +on low beam, raise alternate knee to opposite elbow +catch a large ball thrown at chest and head height</p>	<p>Sit/ stand holding one hand with a partner- lean in and out +build upon previous skills +stand on 1 leg, holding 1 hand, lean back and hold. +stand on 1 leg while holding onto partners foot.</p>	<p>Catch a tennis ball dropped at shoulder height after one bounce +build upon previous skills +react and step across body, bring hand across body to catch tennis ball.</p>	<p>On all fours place a cone on my back and take it off with other hand +build upon previous skills +maintaining balance in plank pose- transfer a tennis ball off my back +transfer a cone on and off tummy in back support.</p>
<p>Week 6</p>	<p>Re-Visit Assessment +peer to peer feedback</p>	<p>Re-Visit Assessment +peer to peer feedback</p>	<p>Re-Visit Assessment +peer to peer feedback</p>	<p>Re-Visit Assessment +peer to peer feedback</p>	<p>Re-Visit Assessment +peer to peer feedback</p>	<p>Re-Visit Assessment +peer to peer feedback</p>

Dance and Gymnastics

Dance Essential Skills



Foundation also follow the Write Dance scheme which aims to develop their gross motor skills and getting them ready to write. This can also be utilised as an intervention as the children move up through the school. Dance skills will be further progressed using the REAL Jasmine dance progression in Spring 2.

Cogs	Cogs are interchangeable, depending on the focus for each class.		
Focus	Shapes and Circles		
	Foundation	Year One	Year Two
Week 1	Initial Assessment Explore body shapes +make a shape on the floor	Initial Assessment Explore body shapes +make a shape on the floor +movement between shapes	Initial Assessment Explore body shapes +bend with the body- one arm wrapped around body +floor shapes- complex +add jumps and hops
Week 2	Partner work - mirror +opposite shapes	Partner work - mirror +opposite shapes +add balancing positions +movement in-between	Partner work – entwining +opposite shapes to partner +floor shapes as close to partner, without touching
Week 3	Artistry musicality- moving to the beat +applying different shapes, expressing how it makes you feel +doing the opposite		
Week 4	Explore movement making circles with arms and/or legs which lead onto movement +sequencing circles together +lead to different movements e.g. jump/turns	Explore movement with turns +jumps +jump high and turn slowly	Explore movement with turns +jumps +jump high and turn slowly +increasing complexity- swing your arms as you move. +use different levels in your movements
Week 5	Partner work- circles +speed up movements +make the movements exactly the same	Artistry Abstraction Learn how to see an inanimate object and move like that object without pretending to be the object- silk +use arms +use more limbs +involve as much of the body as possible	
Week 6	Artistry musicality- moving to the beat +applying movement speeds, depending on the music +add twists	Artistry- Making Making up a sequence of 2 shapes and 2 movements +speed up the movements +add twists +partner work- make the shapes as different from each other as you can. +remember the directions you are turning and jumping in.	

	Unit 1			Unit 2		
Cogs	Cogs are interchangeable, depending on the focus for each class.					
Focus	Shape and Travel			Flight and Rotation		
	Foundation	Year One	Year Two	Foundation	Year One	Year Two
Week 1	Initial Assessment Basic Shapes e.g. star and tuck +beginning on different parts of the body +partner work/mirroring	Initial Assessment Basic Shapes e.g. straight, dish and arch, pike and straddle +beginning on different parts of the body +partner work/mirroring	Initial Assessment Points and patches- applying shapes using different body parts +increasing complexity +partner work +hold for longer	Initial Assessment Jumps- two feet to two feet +tuck, star +two feet to one foot, one foot to other foot.	Initial Assessment Jumps- hop, hurdle, sissonne, leap +clear shape during flight +balanced landing +follow a partner +add rotation	Initial Assessment
Week 2	Use low apparatus for support to apply new shapes +larger points of contact gradually decreasing in size. +partner work/mirroring			Jumping from low apparatus +travelling along apparatus +add a turn +speed up technique		
Week 3	Use large apparatus to apply shapes with one body part in contact. +whole body on apparatus and then decrease points of contact. +copy partner +go higher +try upside down (inversion)			Applying jumps/ flight to large apparatus +different styles of jumps +jump off using different body parts e.g. slide off +sequencing movements		
Week 4	Travelling on feet e.g. stretch walk, march, run/jog, skip, side-step- good posture, +different directions/pathways +different speeds	Travelling using different body parts e.g. slide, bunny hop, crab walk, bear walk +different directions/pathways +different speeds +partner work	Travelling using different body parts e.g. caterpillar walk, high bunny hop to stand +different directions/pathways +different speeds	Floor work- pencil roll +different styles of rolls +start and finish in different shapes +link rolls +partner work	Floor work- egg, rock and roll +using different body parts +start and finish in different shapes +link rolls +partner work	Floor work- dish and arch, side roll, forward roll +start and finish in different shapes +link rolls +partner work
Week 5	Travelling on the low apparatus- under, over, slide +travelling backwards +applying movements to partner work +increase complexity of movements			Rolling/rotating using low apparatus- under, on top +along the apparatus +increasing complexity of rolls +partner work		
Week 6	Re-visit Assessment			Re-visit Assessment		

Travelling using the large apparatus- under, climb ladder, one and off apparatus

- +increase speed of movement
- +use hands/upper body
- +go higher on apparatus
- +increase complexity of movements

Rolling/rotating using large apparatus e.g. high table apparatus- under, on top

- +using different equipment
- +sequencing
- +increase complexity of rolls