



PE

Inspiring every child to achieve in PE, sport and life

The national curriculum states: A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

The national curriculum for physical education aims to ensure that all pupils:

- 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

<i>The Key Objectives EYFS In Foundation</i>	<i>Eyfs</i>
In Foundation P.E is taught through the curriculum area 'physical development'. The Early Learning Goal for this area is:	Physical Development ELG: 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. ELG: Fine Motor Skills Children at the expected level of development will: • 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.
Key experiences In EYFS, physical development is promoted and delivered throughout the daily continuous provision, aimed at developing the children's control and co-ordination. As the year progresses, pupils will follow the REAL Jasmine foundation scheme of P.E learning. For each new skill taught, the children are encouraged to apply these skills in games and activities.	In the Early Years Foundation Stage (EYFS), children are offered a rich and varied range of experiences designed to support the development of both fine and gross motor skills. Activities such as riding bikes and engaging in balance-based tasks help to strengthen large muscle groups and improve coordination, while digging in the sandpit and pumping water to fill buckets foster both physical strength and problem-solving skills. Fine motor development is encouraged through playful yet purposeful experiences like 'pen disco' and 'fidgety fingers' sessions, which help build the finger strength and dexterity needed for early writing. Building with construction materials and participating in Drawing Club allow children to explore their creativity while refining hand-eye coordination. These opportunities, along with many others woven into daily routines, ensure that children develop the physical confidence and control essential for their next stages of learning.

The characteristics of effective learning These describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development. We encourage our children to use all the Characteristics of Effective Learning during their experiences in Early Years.	• playing and exploring – children investigate and experience things, and ‘have a go’ • active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements • creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things
---	---

How we teach P.E in 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. From Spring 1, The children also take part in two weekly REAL Foundations Jasmine P.E lessons, following the REAL Foundations Jasmine scheme. For each new skill taught, the children will develop and apply their FOM in their P.E lessons through focused thematic stories, songs and games.

P.E in Key stage 1

The national curriculum requirements that our children will study, through a two-year rolling cycle of key stage 1 units:	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
--	---

How we teach P.E in KS1

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. For each new skill taught, the children will develop and apply their FOM in their P.E lessons through focused skill development sessions, cooperative and competitive games. The progression of skills for P.E across is applicable through **Foundation and KS1**. Each new fundamental movement skill has two levels of progression (Yellow and Green). 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.

In addition to this, every other half term, we work alongside ACE Sports, who deliver exciting, age-appropriate coaching for a range of sporting activities, outside the normal curriculum. This further broadens the sport and physical activities that the children experience. 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.



FOMS (Fundamental of Movement Skills) progression						
Substantive knowledge						
<i>P.E skills we need</i>						
EYFS/KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cogs	Personal	Social	Cognitive	Creative	Physical	Fitness
Assessment Focus / Cogs outcome	Static Balance: <u>One Leg Balance</u> -Minimum wobble (control). -Standing foot still. -Non-standing foot off the floor. Co-ordination: <u>Footwork</u> -Balance and control throughout. -Fluent, smooth movements. -Movements performed in both directions/on both sides.	Dynamic Balance to Agility: <u>Jumping and Landing</u> -Good take off and height. -Balance and control on landing. -Soft landings. Static Balance: <u>Seated Balance</u> -Feet and hands off the floor throughout. -Minimum wobble. -Balance held without strain.	Dynamic Balance: <u>On a Line</u> -Smooth, controlled movements and minimum wobble. -Balance maintained on the line. -Opposite arm and leg moving forwards. Static Balance: <u>Stance</u> -Both feet facing forwards. -Feet still. -Minimum wobble (control).	Co-ordination: <u>Ball Skills- Handling the ball</u> -Move the ball in both directions. -Control of the ball maintained throughout. -Smooth movements with the ball. Counter Balance: <u>Counter Balance</u> -Balance maintained throughout. -Smooth, controlled movements. -Co-ordinated movements with partner.	Co-ordination: <u>Sending and Receiving- With hands</u> -Accuracy when sending. -Appropriate power/weight when sending. -A good position when receiving. Agility: <u>Reaction/Response</u> -Quick reaction. -Quick, controlled movement. -Control when slowing down after catch.	Agility: <u>Ball Chasing</u> -Control when starting and stopping quickly. -Timing and movement to get in the right position. -Balance/control when collecting the ball. Static Balance: <u>Floorwork</u> -Balance maintained throughout. -Correct position held by keeping back straight. -Control when changing balance/position.

Disciplinary Knowledge How we practise those skills						
EYFS/KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cogs	Personal	Social	Cognitive	Creative	Physical	Fitness
Assessment Focus / Cogs outcome END OF YEAR 1 END OF YEAR 2	Static Balance: On both legs: Stand still for 10 seconds. Stand still for 30 seconds. Complete 5 mini-squats. Co-ordination: Side-step in both directions. Gallop, leading with either foot. Hop on either foot. Skip. Combine side-steps with 180° front pivots off either foot. Combine side-steps with 180° reverse pivots off either foot. Skip with knee and opposite elbow at 90° angle. Hopscotch forwards and backwards, hopping on the same leg (right and left).	Dynamic Balance: Jumping & Landing Jump from 2 feet to 2 feet forwards, backwards and side-to-side. Jump from 2 feet to 2 feet with quarter turn in both directions. Stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot). Static Balance: In a seated position: Balance with both hands/ feet down. Balance with 1 hand/ 2 feet down. #Balance with 2 hands/ 1 foot down. Balance with 1 hand/ 1 foot down. Balance with 1 hand or 1 foot down. Balance with no hands or feet down Pick up a cone from one side, swap hands and place it on the other side. Return the cone to the opposite side.	Dynamic Balance: Walk forwards with fluidity and minimum wobble. Walk backwards with fluidity and minimum wobble. Walk fluidly, lifting knees to 90°. Walk fluidly, lifting heels to bottom. Static Balance: Stand on line with good stance for 10 seconds. Stand on low beam with good stance for 10 seconds.	Co-ordination: Sit and roll a ball along the floor around body using 2 hands. Sit and roll a ball along the floor around body using 1 hand (right and left). Sit and roll a ball down legs and around upper body using 2 hands. Stand and roll a ball up and down legs and round upper body using 2 hands. Sit and roll a ball up and down legs and round upper body using 1 hand. Counter Balance: Sit holding hands with toes touching, lean in together then apart. Sit holding 1 hand with toes touching, lean in together then apart. Sit holding hands with toes touching and rock forwards, backwards and side-to-side. Hold on and, with a long base, lean back, hold balance and then move back together. Hold on with 1 hand and, with a long base, lean back, hold balance and then move back together.	Co-ordination: Roll large ball and collect the rebound. Roll small ball and collect the rebound. Throw large ball and catch the rebound with 2 hands. Throw tennis ball, catch rebound with same hand after 1 bounce. Throw tennis ball, catch rebound with same hand without a bounce. Throw tennis ball, catch rebound with other hand after 1 bounce. Throw tennis ball, catch rebound with other hand without a bounce. Strike large, soft ball along ground with hand 5 times in a rally. Agility: From 1, 2 and 3 metres: React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg. React and catch tennis ball dropped from shoulder height after 1 bounce.	Agility: Roll a ball, chase and collect it in balanced position facing opposite direction. Chase a ball rolled by a partner and collect it in balanced position facing opposite direction. Start in seated/lying position, throw a bouncing ball, chase and collect it in balanced position facing opposite direction. Start in seated/lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing opposite direction. Static Balance: Hold mini-front support position. Reach round and point to ceiling with either hand in mini-front support. Place cone on back and take it off with other hand in mini-front support. Hold mini-back support position. Place cone on tummy and take it off with other hand in mini-back support.

<u>Gymnastics</u>					
<i>Substantive knowledge</i>					
<i>P.E skills we need</i>					
Cogs	Cogs are interchangeable, depending on the focus for each class.				
Units	Unit 1			Unit 2	
EYFS/KS1 Focus	Balance				
	Shape and Travel			Flight and Rotation	
Fundamental movement skill links	Shape	Balance	Travel	Flight	Rotation
	Static Balance: One Leg Static Balance: Seated Static Balance: Floor Work Static Balance: Stance	Static Balance: One Leg Static Balance: Seated Static Balance: Floor Work Static Balance: With a Partner	Dynamic Balance: On a Line Dynamic Balance: Jumping and Landing Coordination: Footwork	Dynamic Balance: Jumping and Landing Coordination: Footwork	Static Balance: One Leg Static Balance: Seated Static Balance: Floor Work Dynamic Balance: On a Line

Gymnastics					
Disciplinary Knowledge					
How we practise those skills					
Cogs	Cogs are interchangeable, depending on the focus for each class.				
Units	Unit 1			Unit 2	
EYFS/KS1 Focus	Balance				
	Shape and Travel			Flight and Rotation	
Assessment Focus / Cogs outcome END OF YEAR 1 END OF YEAR 2	Shape	Balance	Travel	Flight	Rotation
	Perform (Consolidated) Tricky Shape skills on the floor (1/2/3). Explore Tricky Shape skills (1/2/3) combined with one of the following: Hand Apparatus (4) Low Apparatus (5) Partner/s (6) Large Apparatus (7)	Perform (Consolidated) Tricky Balance skills on the floor (1/2/3). Explore Tricky Balance skills (1/2/3) combined with one of the following: Hand Apparatus (4) Low Apparatus (5) Partner/s (6) Large Apparatus (7)	Perform (Consolidated) Tricky Travel skills on the floor (1/2/3) Explore Tricky Travel skills (1/2/3) combined with one of the following: Hand Apparatus (4) Low Apparatus (5) Partner/s (6) Large Apparatus (7)	Perform (Consolidated) Tricky Flight skills on the floor (1/2/3). Explore Tricky Flight skills (1/2/3) combined with one of the following: Hand Apparatus (4) Low Apparatus (5) Partner/s (6) Large Apparatus (7)	Perform (Consolidated) Tricky Rotation skills on the floor (1/2/3). Explore Tricky Rotation skills (1/2/3) combined with one of the following: Hand Apparatus (4) Low Apparatus (5) Partner/s (6) Large Apparatus (7)

Dance

Foundation can also follow the Write Dance scheme (Autumn 1) 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.



Foundation: Explore Tricky 1 Skills **Year 1:** Consolidate Tricky 1 Skills **Year 2:** Consolidate Tricky 2 Skills

<u>Dance</u>				
Substantive knowledge <i>P.E skills we need</i>				
Cogs	Cogs are interchangeable, depending on the focus for each class.			
EYFS/KS1 Focus	Shapes	Circles	Partnering	Artistry
Fundamental movement skill links	Static Balance: One Leg Static Balance: Seated Static Balance: Floor Work Static Balance: Stance	Dynamic Balance: Jumping and Landing Coordination: Footwork	Counterbalance with a Partner Dynamic Balance: Jumping and Landing Coordination: Footwork	Static Balance: One Leg Dynamic Balance: Jumping and Landing Coordination: Footwork

<u>Dance</u>				
Disciplinary Knowledge <i>How we practise those skills P.E skills we need</i>				
Cogs	Cogs are interchangeable, depending on the focus for each class.			
EYFS/KS1 Focus	Shapes	Circles	Partnering	Artistry

Assessment Focus / Cogs outcome END OF YEAR 1 END OF YEAR 2	Shapes Create multiple standing and floor shapes - balanced on both feet. - with limbs in different planes. - with 3 points of contact. - facing down. Travel between shapes including jumping. Create multiple standing and floor shapes - with torso beginning to rotate. - with 3 points of contact with the floor. - facing down and up. Travel between shapes including jumping	Circles Create movements led by large horizontal single arm circles and semi-circles leading into - stepping. - turning. Jump from a static position, arms up and down. Create movements led by large vertical single arm circles and semi-circles leading into - stepping. - body movements. - turning. - jumps with 180° and 360° rotations.	Partnering (shapes) Create standing and floor shapes in contrast to my partner's - with our body parts crossing over. Travel between shapes in unison. Partnering (Circles) Turn forwards and backwards through horizontal large arm circle - and finish away. - in unison. - in canon. Create, in unison, jumps with rotation from a static position. Partnering (Lifts) Create partner balances - with hand on shoulder contact. - facing my partner. Create and support jumps - with hand to elbow contact. - with hands on waist and shoulders in contact. - facing my partner. - with 2-feet take-off and landing. Partnering (shapes) Create standing and floor shapes - opposite and entwined with my partner. - in close contact but without touching. Incorporate jumping when travelling between shapes - in canon. Partnering (Circles) Create movement and turn forwards and backwards through horizontal and vertical large arm circle and semi-circle - in unison. - finishing in partner shapes. Create jumps from foot circles - jumping in unison. Partnering (Lifts) Create partner balances leaning away from each other with hand-to-hand contact. Create and support jumps with hand to elbow contact - facing each other. - using a 2-foot take-off and landing, with 180° rotation.	Artistry(Abstraction) Create 2 ways of moving linked to the silk - using both hands at the same time. - connected to standing shapes. Artistry (Musicality) Create shapes and movements to express how the music makes me feel - following 1 instrument. - following a story with movement. Artistry (Making) Create a sequence of 4 moves with some being different to my partner's. Artistry (Abstraction) Create 2 ways of moving linked to the silk - using 3 or 4 limbs and pausing throughout my movement. - fluently and without stopping. Artistry (Musicality) Create shapes, circles and silk movements to - express the music. - change my moves so they match different music. Artistry (Making) Create a sequence of 5 static and dynamic moves - in contrast to my partner's. - using different partner shapes. - at different levels. - with different timings.
--	--	--	--	--

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)/Y1 swimming
		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

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.

