

# Subject curriculum intent 2019/2020



## EYFS

The EYFS framework refers to physical activity as physical development and it involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food. It is a prime area of learning within the framework and is broken into two key components- moving and handling and health and self-care.

### **Moving and handling**

Children must show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

### **Health and self-care**

Children are to know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

2019/20	Autumn		Spring		Summer	
	1	2	1	2	1	2
Reception		Parachute games	Dance	Dance	Gym	Core skills (2)
	Core skills	Multi-skills	Gym	Athletics	Problem solving games	Playground games

## EYFS school specific intent

- Typically children enter EYFS with standards below ARE expectation and the curriculum is arranged to provide children with the optimum opportunities to close this gap ready for beginning National curriculum standards.
- Core skills are nationally and locally weak so this is the reason that core skills and multi-skills are delivered during the Autumn term.
- Parachute games allow ch to embed essential speaking and listening skills (CLL-LA&S) and develop the concept of working within a space (PD- M&H).
- Large and small movements are incorporated into all skills taught in the Autumn term (PD-M&H). Developing such skills allow ch to manipulate hand and arm control essential for writing (L-W)
- Providing ch with a broad range of activities throughout the year ensures that ch understand that exercise comes in many different forms (PD-HSC) and develops all 3 areas of PSED within the EYFS curriculum (PSED-SC&SA/MFB/MR).
- The Spring term activities focus upon refining and developing all skills taught during the Autumn term and developing control over movements. The dance units provide opportunities for all areas of PSED to be covered and also focuses upon CLL skills of L&A. The children should also now be more independent in their PD-H&SC skills so dressing/undressing and being able to understand and explain changes to their body while exercising should be understood by them.
- The Summer term seeks to imbed basic skills and ensure that children can confidently use individual skills in conjunction with each other. The children should y now be developing a vocabulary in order to explain what they are doing accurately.

## National curriculum age children

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.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

### Key stage 1

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.

2019/20	Autumn		Spring		Summer	
	1	2	1	2	1	2
Year 1	Dance	Dance	Skipping	Healthy living	Dance	Gym
	Core skills	Multi-skills	Gym	Athletics	Playground games	Rounders
Year 2	Healthy living	Netball	Dance	Dance	Gym	Dance
	Core skills	Playground games	Gym	Athletics	Kwik cricket	OAA

### Year One school specific intent

- As we are all aware children still enter the national curriculum lacking key fundamental skills so for this reason we continue to build upon core and multi-skills taught in EYFS. This also allows children the opportunity to remind themselves and develop the skills from EYFs to aid in the transition to year one.
- It is also for this reason Dance is taught during the Autumn term. It gives the children the opportunity to bond as a new class and rehearse those speaking and listening skills essential for optimum learning across the curriculum.
- The spring term allows for a focus upon the mastery of basic movements established in the Autumn term and develops agility and co-ordination of these skills. Performance is a key element within Skipping, Gym and Athletics. Classes will have the opportunity to showcase skills to parents and other members of the school during whole class performances.

- The athletics during Spring term avoids high temperatures experienced in the Summer term and children's exposure to the sun rays at their strongest for prolonged periods. It also serves to support our house team system for allowing opportunities for intra-school school competition.
- In the Summer term children begin to apply taught skills into games and will focus upon attacking and defending skills also. Dance and Gym are undertaken indoors to account for possible high temperatures and sun exposure.

### **Year Two school specific intent**

- Again in Year 2 we are consolidating and extending core skills as a starting point.
- It is important for the children to have a clear understanding of what healthy living looks like and to be able to name muscle groups in preparation for the vocabulary and skills to be used later in subsequent terms and years.
- Playground games help to create bonds between new classes and establish intra-school competition between house teams. This is also an opportunity for year two to teach key skills to year one during the 15 minute afternoon play session.
- In the Spring term Dance is linked to the topic and dance styles from different cultures are incorporated also.
- As in Year one, athletics during the Spring term avoids high temperatures experienced in the Summer term and children's exposure to the sun rays at their strongest for prolonged periods. It also serves to support our house team system for allowing opportunities for intra-school school competition.
- The summer term units provide the opportunity for all Key Stage skills to be refined and for co-operative physical activities. The children will experience a broad a range of activities in increasingly challenging situations that will really test what they have learnt.

### **Key stage 2**

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
- 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; at Lawnside we provide this in 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

2019/20	Autumn		Spring		Summer	
	1	2	1	2	1	2
Year 3	Dance	Dance	La Crosse	Healthy living	Dance	Gym
	OAA	Tag rugby	Gym	Athletics	Basketball	Tennis
Year 4	Scoreball	Health & fitness	Football	Gym	Dance	Dance
	OAA	Hockey	Gym	Athletics	Swimming & Swimming safety	

### Year Three school specific intent

- As the children transition into Key stage two we have placed dance in the Autumn to again build upon something familiar to them and build upon refining movements to make their bodies develop flexibility, strength, technique, control and balance.
- OAA allows the opportunity to form essential relationships needed to ensure behaviours for learning in new classes as well as allow for individual challenges.
- Tag rugby, la Crosse and tennis are sports that the children will encounter at middle school so have been introduced into our curriculum to give them some knowledge and skills in this area.
- Tennis is taught in the Autumn to coincide with media coverage of Wimbledon each year.

### Year Four school specific intent

- As in the Autumn term of year three OAA allows the opportunity to form essential relationships needed to ensure behaviours for learning in new classes as well as allow for individual challenges.
- Hockey, football and athletics are sports that the children will encounter at middle school so have been introduced into our curriculum to give them some knowledge and skills in this area.
- All units should allow for intra-school competition in readiness for the transition to middle school.
- Swimming and water safety is an essential life skill of significant importance to the geographical location of the area as we have a river running through the town. This is taught during the Summer to rehearse road safety skills and responsibility ready for the children walking themselves to middle school.

### AOTTSL's

- Premier Sport Education is used to cover PPA time and they provide the school with all plans and assess each block accordingly. They follow our intent documentation and make reference to the National curriculum in documents. Half termly meetings are held with the franchise owner and informal discussions between coaches and the PE lead take place regularly.
- Helen Jones is our dance specialist and she has worked within the school for a number of years. She knows our children and staff well and collaborates with class teachers about topics taught so they are based around the topics being taught. Her role is to upskill teachers and support staff as well as to ensure children receive specialist coaching. Helen is not responsible for any form of assessment as the class teacher attends and team teaches all sessions.