

## Sprowston Infant School PE Medium Term Plan

EYFS – detailed are the enhanced provision or directed activities

KS1 – see the corresponding knowledge organisers

	Autumn	Spring	Summer
<b>Nursery</b>	Balance and co-ordination	Dance	Collaboration and sequence  Games
<b>Reception</b>	Fundamentals  Big and small	Gymnastics  Dance	Sending and receiving  Ball skills
<b>Year 1</b>	Ball Skills  Dance	Gymnastics  Sending and Receiving	Athletics  Invasion games
<b>Year 2</b>	Ball Skills  Dance  Fundamentals  Target Games	Gymnastics  Fitness  Yoga  Sending and Receiving	Athletics  Invasion Games  Net and Wall  Striking and Fielding

## Our PE Curriculum Journey

### Early Years

In Early Years, children have the freedom to move most of the time and are active throughout the day. This allows them extended periods of time and opportunities to practice physical skills they learn. Early work in nursery focuses on developing basic balance and co-ordination skills, which they will need for all future learning. They move onto simple dance and games, building on children's natural interests and preparing them for more formal teaching as they get older. Reception builds on the co-ordination work by focusing on more precise large and small movements, going on to explore a wide range of ways of travelling and moving that will prepare them for gymnastics in KS1. They then apply this to music so children can start to create combinations of movement and simple dances. This is the basis for dance units in KS1. Towards the end of early years, we teach the children to have control over objects, e.g. balls, by moving them in a variety of ways – patting, rolling, kicking etc. This is the basis for the learning about games that they will encounter in KS1.

### Key Stage 1

In KS1, we teach children through termly units that repeat each year, creating a spiral curriculum, so that teachers can gradually develop pupils' knowledge and understanding in the core elements of PE. In Y1, we begin with teaching some of the key ball skills such as rolling, dribbling, throwing and catching. We teach dance, which builds on their experience of movement in early years and brings in more specific vocabulary such as pathway, action, direction, quickly, slowly. We move onto gymnastics and children are introduced to some of the specific key shapes that they will use in future PE, such as pike, straddle and tuck. We then build explicitly on the ball skills unit to learn about some of the key elements of sending and receiving. In summer, we focus on athletics, learning the basics of running, jumping and throwing, which they will build on in future years study. In Invasion games, we build on their previous learning of dribbling and apply it in game situations, adding strategy and teamwork. In Y2, we revisit the Y1 units and move them forwards, for example in Ball Skills the children begin to focus on keeping their head up while dribbling to look for other players. In dance, we use the skills from Y1 and apply it to telling a story, as well as more advanced skills such as counting with your partner to keep in time. Y2 Dance builds on the key shapes from Y1 and applies them to movements, focusing on how to link the shapes together. Sending and Receiving looks in more detail at how to control the ball before passing, and how to catch securely. Athletics builds on Y1 by looking at techniques to help run, throw and jump further and faster. Invasion Games builds on the ball skills learning earlier in the year so children can keep their head up and look for teammates. In addition to the repeated units, children study six extra units to Y1. Each one allows them to further practice and develop the key skills they have learnt in the other units, as well as broadening their experiences to prepare them for KS2.