

Curriculum Intent and Implementation in Foundation Stage

Physical Development – PE

Intent	Foundation Stage	Year 1/2
	<ul style="list-style-type: none"> ● Experiments with different ways of moving (like an animal/ to music/ like a character) ● Jumps off an object and lands appropriately. ● Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. ● Travels with confidence and skill around, under, over and through balancing and climbing equipment. ● Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. ● Begins to build a repertoire of songs and dances. ● Explores the different sounds of instruments. ● <i>Children sing songs, make music and dance,</i> ● <i>Children experiment with ways of changing songs/music/dance.</i> ● <i>They represent their own ideas, thoughts and feelings through music and dance.</i> ● <i>Children show good control and co-ordination in large and small movements.</i> ● <i>They move confidently in a range of ways, safely negotiating space.</i> ● Children can hop confidently and skip in time to music. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● 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
Games	<ul style="list-style-type: none"> ● Shows increasing control over an object in pushing, patting, throwing, catching or kicking it ● <i>Children show good control and co-ordination in large and small movements.</i> ● <i>They move confidently in a range of ways, safely negotiating space.</i> ● <i>They work as part of a group or class, and understand and follow the rules.</i> 	<p><i>For instance:</i></p> <ul style="list-style-type: none"> ● <i>Practise different skills associated with simple games (e.g. coordinating throwing and catching)</i> ● <i>Work co-operatively in teams</i>

Implementation

- Weekly PE session with Mr Holland
- Access to the big playground Mon and Fri to work on Gross motor skills
- Access to outside provision all year round including 'games shed'.
- Daily 'mile' – 5 laps of the garden every outdoor session
- Daily opportunities for gross motor movement- Five a Day, Moovlee, Just Dance Kids.

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Athletics - Running	<ul style="list-style-type: none"> Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles <i>Children show good control and co-ordination in large and small movements</i> <i>They move confidently in a range of ways, safely negotiating space</i> 	<p>For instance:</p> <ul style="list-style-type: none"> Run for 1 minute <i>Show differences in running at speed and jogging Use different techniques to meet challenges Describe different ways of running</i>
Athletics - Jumping	<ul style="list-style-type: none"> Jumps off an object and lands appropriately <i>Children show good control and co-ordination in large and small movements.</i> <i>They move confidently in a range of ways, safely negotiating space</i> 	<p>For instance:</p> <ul style="list-style-type: none"> <i>Perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot)</i> <i>Perform combinations of the above Show control at take-off and landing Describe different ways of jumping</i> <i>Explain what is successful or how to improve</i>
Athletics - Throwing	<ul style="list-style-type: none"> Shows increasing control over an object in throwing. <i>Children show good control and co-ordination in large and small movements.</i> 	<p>For instance:</p> <p>Throw into targets</p> <ul style="list-style-type: none"> <i>Perform a range of throwing actions e.g. rolling, underarm, overarm</i> <i>Describe different ways of throwing</i> <i>Explain what is successful or how to improve</i>

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Dance - Compose	<ul style="list-style-type: none"> ● Experiments with different ways of moving ● Travels with confidence and skill around, under, over and through balancing and climbing equipment. ● <i>Children show good control and co-ordination in large and small movements.</i> ● <i>They move confidently in a range of ways, safely negotiating space</i> 	<ul style="list-style-type: none"> ● <i>For instance: Copy some moves</i> ● <i>Develop control of movement using:</i> ● <i>Actions (WHAT) – travel, stretch, twist, turn, jump</i> ● <i>Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others</i> ● <i>Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions</i> ● <i>Dynamics (HOW) – slowly, quickly, with appropriate expression</i> ● <i>Use own ideas to sequence dance Sequence and remember a short dance</i>
Dance - Perform	<ul style="list-style-type: none"> ● Experiments with different ways of moving ● Travels with confidence and skill around, under, over and through balancing and climbing equipment. ● <i>Children show good control and co-ordination in large and small movements.</i> ● <i>They move confidently in a range of ways, safely negotiating space</i> 	<ul style="list-style-type: none"> ● <i>For instance:</i> ● <i>Move spontaneously showing some control and co-ordination</i> ● <i>Move with confidence when walking, hopping, jumping, landing</i> ● <i>Move with rhythm in the above actions</i> ● <i>Demonstrate good balance</i> ● <i>Move in time with music</i> ● <i>Co-ordinate arm and leg actions (e.g. march and clap)</i> ● <i>Interact with a partner (e.g. holding hands, swapping places, meeting and parting)</i>
Dance - Appreciate	<ul style="list-style-type: none"> ● Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. ● <i>Children know the importance for good health of physical exercise, talk about ways to keep healthy and safe.</i> ● <i>They manage their own basic hygiene and personal needs successfully for example dressing (incl. buttons/ zips)</i> 	<ul style="list-style-type: none"> ● <i>For instance:</i> ● <i>Respond to own work and that of others when exploring ideas, feelings and preferences</i> ● <i>Recognise the changes in the body when dancing and how this can contribute to keeping healthy</i>

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Gymnastics - Sequencing	<ul style="list-style-type: none"> Experiments with different ways of moving Travels with confidence and skill around, under, over and through balancing and climbing equipment. <i>Children show good control and co-ordination in large and small movements.</i> <i>They move confidently in a range of ways, safely negotiating space</i> 	<p><i>For instance:</i></p> <ul style="list-style-type: none"> <i>Perform gymnastic sequence with a balance, a travelling action, a jump and a roll</i> <i>Teach a sequence to a partner and perform together</i>
Gymnastics - Balance	<ul style="list-style-type: none"> Experiments with different ways of moving Travels with confidence and skill around, under, over and through balancing and climbing equipment. <i>Children show good control and co-ordination in large and small movements.</i> <i>They move confidently in a range of ways, safely negotiating space</i> 	<p><i>For instance</i></p> <ul style="list-style-type: none"> <i>Stand and sit "like a gymnast"</i> <i>Explore the 5 basic shapes: straight/tucked/star/ straddle/pike</i> <i>Balance in these shapes on large body parts: back, front, side, bottom</i> <i>Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)</i> <i>Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet</i> <i>Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)</i> <i>Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes</i>
Gymnastics - travel	<ul style="list-style-type: none"> Experiments with different ways of moving Travels with confidence and skill around, under, over and through balancing and climbing equipment. <i>Children show good control and co-ordination in large and small movements.</i> <i>They move confidently in a range of ways, safely negotiating space</i> 	<p><i>For instance:</i></p> <ul style="list-style-type: none"> <i>Begin to travel on hands and feet (hands flat on floor and fully extend arms)</i> <i>Monkey walk (bent legs and extended arms) Caterpillar walk (hips raised so legs as well as arms</i> <i>can be fully extended. Keep hands still while walking</i> <i>feet towards hands, keep feet still while walking hands away from feet until in front support position)</i> <i>Bunny hop (transfer weight to hands)</i>

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Gymnastics - Jump	<ul style="list-style-type: none"> • Jumps off an object and lands appropriately. • <i>Children show good control and co-ordination in large and small movements.</i> • <i>They move confidently in a range of ways, safely negotiating space</i> 	<p><i>For instance:</i></p> <ul style="list-style-type: none"> • <i>Explore shape in the air when jumping and landing with control (e.g. star shape)</i>
Gymnastics - Roll	<ul style="list-style-type: none"> • Experiments with different ways of moving • <i>Children show good control and co-ordination in large and small movements.</i> • <i>They move confidently in a range of ways, safely negotiating space</i> 	<p><i>For instance:</i></p> <ul style="list-style-type: none"> • <i>Continue to develop control in different rolls Pencil roll – from back to front keeping body and limbs in straight shape</i> • <i>Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength</i> • <i>Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control</i> • <i>Begin forward roll (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position</i>
<p><u>Implementation</u></p> <ul style="list-style-type: none"> • Weekly PE session with Mr Holland • Access to the big playground Mon and Fri to work on Gross motor skills • Access to outside provision all year round including 'games shed'. • Daily opportunities for gross motor movement- Five a Day, Moovlee, Just Dance Kids. 		

Intent	Foundation Stage	Year 1
Handwriting/Fine motor control	<ul style="list-style-type: none"> • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. • Write from left to right and from top to bottom of page. • Writes own name with appropriate capital letters and other things such as labels, captions • <i>Children show good control and co-ordination in large and small movements.</i> • <i>They move confidently in a range of ways, safely negotiating space.</i> • <i>They handle equipment and tools effectively</i> • <i>They handle pencils for writing effectively (Holding pencil between thumb and two fingers, no longer using whole-hand grasp)</i> • They hold paper in position and use their preferred hand for writing, using a correct pencil grip. • They are beginning to be able to write on lines and control letter size. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these
<p><u>Implementation</u></p> <ul style="list-style-type: none"> • Daily writing sessions in the morning and afternoon to practice letter formation • Daily RWInc sessions • Handwriting prompts – Birdie fingers, bottom back in chair, tummy near table etc • Finger gym areas in all rooms to support fine motor control • Pencil grip display to monitor handwriting grip • Handwriting paper used in Literacy books and lines used for all other writing sessions • Daily opportunities for gross motor movement- Five a Day, Moovlee, Just Dance Kids. • Twice weekly timetabled sessions for running, climbing and gross motor movement in playground. 		

Intent	Foundation Stage Year 1
Health and Self care	<ul style="list-style-type: none"> • Eats a healthy range of foodstuffs and understands need for variety in food. • Usually dry and clean during the day. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision. <p>• <i>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</i></p> <p>• <i>They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</i></p> <p>• Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.</p>
<p><u>Implementation</u></p> <ul style="list-style-type: none"> • Encouragement of the First value 'Independence' • Discussions at snack time about being healthy • Children encouraged to try different food at dinner time • Food tasting linked to topics 'Why are carrots orange' • Weekly PE session with Mr Holland – discussion about heart rate • PSE/SCARF lessons - Lead lesson 1 – Move your body, Lead lesson 2: A good night's sleep, Lead Lesson 3: Scrummy snacks. • Reinforcement of our class rules 'Ready, Respectful, Safe' • Modelling how to handle equipment to ensure safety eg holding scissors at the blades, carting crates two children together, bending at the knees etc. • Risk assessment in place to ensure all staff know of safety procedures in place when handling children are handling equipment • Encourage parents to stay outside in the morning to say goodbye to allow children to come in independently • Talking to parents at parents evening about the importance of children doing things for themselves eg dressing and toileting 	