Stalyhill Infant School – Long term curriculum plan

Physical Education/ Development

Intent: To enable all children to develop knowledge, skill and understanding, so that they can perform with increasing competence and confidence in a range of physical activities, understanding the positive effect that physical activity has on their minds and their bodies.

Implementation – One hour per week (Class Teacher) One hour per week (Sports Coach & Class Teacher)

	Reception
Moving & Handling	• I can stand momentarily on one foot when shown • I can catch a large ball • I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • I can run skillfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. • I can show increasing control over an object in pushing, patting, throwing, catching or kicking it. • I can show preference for a dominant hand. • I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • I can travel with confidence and skill around, under, over and through balancing and climbing equipment. • I can use a five finger grasp. • I can use a pincer grasp. • I can use a tripod grasp.
Goal	• **I can show good control and co-ordination in large and small movements.** • **I can move confidently in a range of ways, safely negotiating space.** • **I can handle equipment and tools effectively, including pencils for writing.**
Health and Self-Care	• I can tell adults when I'm hungry or tired or when I want to rest or play. • I understand that equipment and tools have to be used safely • I can usually manage washing and drying hands. • I can choose to eat a healthy range of foodstuffs and understand the need for variety in food. • I can show some understanding about good practices with regard to exercise, eating, sleeping and hygiene. • I can show understanding of the need for safety when tackling new challenges, and consider and manage some risks. • I am dry and clean during the day. • I can dress and undress independently.
Goal	• **I know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe.** • **I manage my own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.**

	Year 1	Year 2
Games Autumn 1 Summer 1	• I can throw underarm. • I can hit a ball with a bat. • I can move and stop safely. • I can throw and catch with both hands. • I can throw and kick in different ways.	• I can use hitting, kicking and/or rolling in a game. • I can decide the best space to be in during a game. • I can use one tactic in a game. • I can follow rules.
Gymnastics Autumn 2 Spring 2	• I can make my body curled, tense, stretched and relaxed. • I can control my body when travelling and balancing. • I can copy sequences and repeat them. • I can roll, curl, travel and balance in different ways.	• I can plan and perform a sequence of movements. • I can improve my sequence based on feedback. • I can think of more than one way to create a sequence which follows some 'rules'. • I can work on my own and with a partner.
Dance Spring 1 Summer 2	• I can move to music. • I can copy dance moves. • I can perform my own dance moves. • I can make up a short dance. • I can move safely in a space.	• I can change rhythm, speed, level and direction in my dance. • I can dance with control and coordination. • I can make a sequence by linking sections together. • I can use dance to show a mood or feeling.
General Ongoing	• I can copy actions. • I can repeat actions and skills. • I can move with control and care. • I can use equipment safely.	• I can copy and remember actions. • I can talk about what is different from what I did and what someone else did.

Knowledge, Skills and Understanding for Physical Education

	Year 1	Year 2
Acquiring and developing skills Ongoing	• Can they copy actions? • Can they repeat actions and skills? • Can they move with control and care?	• Can they copy and remember actions? • Can they repeat and explore actions with control and coordination?
Evaluating and improving Ongoing	• Can they talk about what they have done? • Can they describe what other people did?	• Can they talk about what is different between what they did and what someone else did? • Can they say how they could improve?

Health and fitness Ongoing	• Can they describe how their body feels before, during and after an activity?	• Can they show how to exercise safely? • Can they describe how their body feels during different activities? • Can they explain what their body needs to keep healthy?
Games Autumn 1 Summer 1	• Can they throw underarm? • Can they roll a piece of equipment? • Can they hit a ball with a bat? • Can they move and stop safely? • Can they catch with both hands? • Can they throw in different ways? • Can they kick in different ways?	• Can they use hitting, kicking and/or rolling in a game? • Can they stay in a 'zone' during a game? • Can they decide where the best place to be is during a game? • Can they use one tactic in a game? • Can they follow rules?
Gymnastics Autumn 2 Spring 2	• Can they make their body tense, relaxed, curled and stretched? • Can they control their body when travelling? • Can they control their body when balancing? • Can they copy sequences and repeat them? • Can they roll in different ways? • Can they travel in different ways? • Can they balance in different ways? • Can they climb safely? • Can they stretch in different ways? • Can they curl in different ways?	• Can they plan and show a sequence of movements? • Can they use contrast in their sequences? • Are their movements controlled? • Can they think of more than one way to create a sequence which follows a set of 'rules'? • Can they work on their own and with a partner to create a sequence?

Knowledge, Skills and Understanding for Dance

	Year 1	Year 1 challenging	Year 2	Year 2 challenging
Dance Spring 1 Summer 2	• Can they explore and perform basic body actions? • Do they use different parts of the body singly and in combination? • Do they show some sense of dynamic, expressive and rhythmic qualities in their own dance? • Do they choose appropriate movements for different dance ideas? • Can they remember and repeat short dance phrases and simple dances • Do they move with control?	• Can they perform more complicated combinations of movement fluently and with control? • Can they perform clearly and expressively? • Do they show an awareness of phrasing and music? • Can they choose movements that show a clear understanding of the dance idea? • Can they say why their heart beats faster and their temperature rises when dancing?	• Can they perform body actions with control and co-ordination? • Can they choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling? • Can they link actions? • Can they remember and repeat dance phrases? • Can they perform short dances, showing an understanding of expressive qualities? • Can they describe the mood, feelings and	• Can they create, improve and perform more complex dance phrases? • Do they perform short dances, linking actions fluently and with control? • Can they use dynamic and expressive qualities clearly in their dance? • Can they use some simple dance vocabulary to describe and interpret dance? • Do they know how particular activities can help them to be healthy?

	• Do they vary the way they use space? • Do they describe how their lungs and heart work when dancing? • Do they describe basic body actions and simple expressive and dynamic qualities of movement?	• Do they talk about dance using a range of descriptive language?	expressive qualities of dance? • Can they describe how dancing affects their body? • Do they know why it is important to be active? • Can they suggest ways they could improve their work?	