



The Hive – Physical - PE Teaching Focus for each Phase

EYFS & Lower Phase (B&G)	Middle Phase (P&O)	Upper Phase (Y&R)
<p>In the Lower Phase, children will develop fundamental movement skills and master movements such as running, jumping, throwing and catching. They will develop their balance, agility and co-ordination and begin to apply some of these skills in a range of activities. They will have access to a combination of PE lessons, Forest School sessions, rugby lessons and tennis lessons as well as sensory circuit style activities for those that need it.</p> <p>The following learning questions will be posed in this phase:</p> <ul style="list-style-type: none"> • <i>How do we jump with two feet?</i> • <i>How do we catch a ball with two hands?</i> • <i>How far can I throw?</i> • <i>What is the difference between walking and running?</i> • <i>Which parts of the body can we balance on?</i> • <i>Can I start and stop on request?</i> <p>Communication – using a child’s preferred method of communication, they will follow simple instructions and actions accompanied by gestures and visuals and follow directions if they are part of a simple game/task. They will demonstrate an understanding of simple verbs such as run, jump, throw and kick etc. They will use language to share feelings, experiences and thoughts.</p> <p>Independence – children will make attempts to copy and learn a range of fundamental movement skills. This may be heavily supported at this stage.</p> <p>Inclusion – children will engage with coaches from local sports clubs to learn skills associated with rugby and tennis at the level which matches their own ability. Children in Blue Class will access the balancing/climbing equipment in the Reception garden weekly, alongside their mainstream peers. Inclusive opportunities will be offered during each classes block of Forest School sessions. This will include both onsite and offsite visits in the local area.</p>	<p>In the Middle Phase, children will continue to develop their fundamental movement skills, whilst being introduced to team games. The children will be taught simple tactics for attacking and defending. They will have access to a combination of PE lessons, Forest School sessions, rugby lessons and tennis lessons as well as sensory circuit style activities for those that need it.</p> <p>The following learning questions will be posed in this phase:</p> <ul style="list-style-type: none"> • <i>What should throwing and catching look like?</i> • <i>What balances can we do whilst travelling on low equipment?</i> • <i>Can I deliberately move my body to rock swings?</i> • <i>Can I move wheeled vehicles by pedalling in a controlled way?</i> • <i>What physical skills can we use in attacking and defending games?</i> <p>Communication – using a child’s preferred method of communication, they will follow simple instructions to carry out a simple physical activity/task/skill. They will understand sentences with two parts and respond to and understand an increasing list of verbs. They will be able to tell an adult about their personal preferences and, with prompting, will be able to communicate about things they have seen or done. They will begin to be able to explain what is happening and use talk to connect ideas.</p> <p>Independence – children will respond immediately to the command ‘stop’ and begin to recognise elements of risk/danger, seeking support of significant adults for help. They will become more organised, demonstrating an ability to gather resources for a physical task. They will independently demonstrate improved fundamental movement skills.</p> <p>Inclusion – children will engage with coaches from local sports clubs to learn skills associated with rugby and tennis at the level which matches their own ability. Children will access lessons with their link class, where appropriate. When appropriate, children will be offered opportunities to participate in county sports</p>	<p>In the Upper Phase, children will be taught to use running, jumping, throwing and catching in isolation and in combination. They will play competitive games whilst applying basic tactics for attacking and defending. They will continue to develop their flexibility, strength, technique, control and balance through PE, Forest School, rugby, tennis and swimming. They will begin to be able to analyse and discuss their performances in physical tasks and demonstrate a desire to improve and achieve their best.</p> <p>The following learning questions will be posed in this phase:</p> <ul style="list-style-type: none"> • <i>How do we know how fast to go, how far to go and the space we might need? (Speed, distance, spatial awareness)</i> • <i>Can we play competitive games using attacking and defending techniques?</i> • <i>Can we combine movements to create sequences and routines?</i> • <i>Can we recognise ways in which we need to improve to achieve our best?</i> <p>Communication – using a child’s preferred method of communication, they will understand and follow unfamiliar instructions to carry out a step-by-step physical activity/task/skill. They will develop their ability to communicate about their personal intentions, describing what they are intending to do and begin to make contributions to planning physical tasks, games or events. They will be able to communicate ways in which skills could be improved to achieve their best.</p> <p>Independence – children will begin to show some understanding of the need for safety when tackling new challenges and consider and manage some risks by taking independent action. They will understand how to keep physically safe and demonstrate an understanding about how to keep a physically healthy lifestyle. They will begin to show an awareness of the importance of, and how to maintain, personal hygiene.</p>

<p>Success – Children will begin to say what they like/don't like in terms of PE. Children will take part in short, structured sessions of PE, Forest School, rugby or tennis with reducing support. Celebration of success will be via ClassDojo, The Brilliance board and celebration assemblies as well as daily recognition by adults and peers.</p>	<p>competitions. Inclusive opportunities will be offered during each classes block of Forest School sessions. This will include both onsite and offsite visits in the local area.</p> <p>Success – children will participate in structured PE lessons, Forest School, rugby, tennis or swimming with minimal adult support. They will begin to recognise their strengths and difficulties and begin to make suggestions about ways in which they can improve. Celebration of success will be via Class Dojo, The Brilliance Board and celebration assemblies as well as daily recognition by adults and peers.</p>	<p>Children will independently master a wide range of movement skills and be able to use them in isolation and in combination.</p> <p>Inclusion – children will engage with coaches from local sports clubs to learn skills associated with rugby and tennis at the level which matches their own ability. Children will access lessons with their link class, where appropriate. During the annual residential for the oldest pupils in the Hive, children will experience outdoor and adventurous activities. When appropriate, children will be offered opportunities to participate in county sports competitions. Inclusive opportunities will be offered during each classes block of Forest School sessions. This will include both onsite and offsite visits in the local area.</p> <p>Success – children will fully engage in their PE lessons, Forest School sessions, swimming, dance and rugby lessons. They will actively participate in team games and be able to describe ways in which they can make improvements in order to achieve their best. Celebration of success will be via Class Dojo, The Brilliance Board and celebration assemblies as well as daily recognition by adults and peers.</p>
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