



Sunningdale School

**Physical Education Subject Coverage**

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

**Subject content** for each Key Stage is broken down and highlighted in **red** in the P1-3 columns with further coverage suitable for the P4-6 and P7-8 Level 1 detailed in those columns.

**Physical Education**

	<b>EYFS</b>	<b>KS1</b>	<b>KS2a</b>	<b>KS2b</b>
	<b>Main Hall, outdoor fields, yards, Soft play, Sensory room, Forest School, Rebound, Hydro pool, Minibus trips</b>			
	Use Routes For Learning (RFL)Route Map Planner for each individual child to record attainment building up to the higher numbered steps which show deliberate interaction with another person and the foundations of participating in a team.			
	<b>Opportunities to experience the feeling of basic</b>		<b>Opportunities to experience the feeling of basic movements including</b>	

<p><b>P1-3</b></p>	<p><b>movements including running, jumping, throwing and catching and where appropriate applying these in a range of activities. Examples of activities include:</b></p> <ul style="list-style-type: none"> <li>• Adult moves legs in bicycle motion while child is lying on a mat</li> <li>• Sensory PE (TacPac) Experiencing being bounced on a physio ball</li> <li>• Hand over hand to catch a balloon whilst in standing frame</li> <li>• Parachute games</li> </ul> <p><b>Participate in team games developing simple defending and attacking tactics. Possible examples include:</b></p> <ul style="list-style-type: none"> <li>• Using individual communication method to attract attention to receive ball, bean bag, balloon, etc</li> <li>• Use physical ability to roll, shuffle, crawl, run away from a target object or person</li> <li>• Pushing, dropping or rolling a ball down the stairs in soft play to a partner</li> </ul> <p><b>Perform dances using simple movement patterns. Examples may include:</b></p> <ul style="list-style-type: none"> <li>• Listening and responding with own individual physical abilities to a range of different types of music</li> <li>• Rolled in time to the music on mats, physio balls, in barrels and tubes etc</li> <li>• Vibration plates used to stimulate different areas of the body in time to music</li> </ul>	<p><b>running, jumping, throwing and catching and where appropriate applying these in a range of activities. Examples of activities include:</b></p> <ul style="list-style-type: none"> <li>• Adult moves legs in bicycle motion while child is lying on a mat</li> <li>• Sensory PE (TacPac) Experiencing being bounced on a physio ball</li> <li>• Hand over hand to catch a balloon whilst in standing frame</li> <li>• Parachute games</li> </ul> <p><b>Participate in team games developing simple defending and attacking tactics. Possible examples include:</b></p> <ul style="list-style-type: none"> <li>• Using individual communication method to attract attention to receive ball, bean bag, balloon, etc</li> <li>• Use physical ability to roll, shuffle, crawl, run away from a target object or person</li> <li>• Pushing, dropping or rolling a ball down the stairs in soft play to a partner</li> </ul> <p><b>Perform dances using a range of movement patterns. Examples may include:</b></p> <ul style="list-style-type: none"> <li>• Listening and responding with own individual physical abilities to a range of different types of music</li> <li>• Rolled in time to the music on mats, physio balls, in barrels and tubes etc</li> <li>• Vibration plates used to stimulate different areas of the body in time to music</li> </ul> <p><b>Develop flexibility and strength (may have specific physio targets to follow). For example:</b></p> <ul style="list-style-type: none"> <li>• Yoga, judo, gymnastics</li> <li>• Carrying out stretches and reaching targets in standing frame or physio pool</li> <li>• Rebound</li> </ul> <p><b>Take part in outdoor and adventurous challenges individually and as a team. For example:</b></p>
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			<ul style="list-style-type: none"> <li>Experiencing and exploring adventure playground equipment within school grounds and on visits</li> <li>Experience walking, climbing, rolling, being pushed over a variety of different terrains and gradients</li> </ul> <p><b>Reflect and try to improve.</b> For example, where appropriate the child may have identified the most effective strategy to move quickly across the room to reach a target object and choose to use this method each time.</p>
<b>P4-6</b>	<b>Main Hall, outdoor fields, yards, Soft play, Sensory room, Forest School, Rebound, Hydro pool, Minibus trips</b>		
<p>Use all available opportunities and spaces within the school environment to experience and explore different ways of travelling over, under and through a wide variety of surfaces, gradients and objects using a range of movements (indoors and outdoors).</p> <p>Play a wide range of turn taking games that incorporate throwing, catching, passing, such as, follow the leader, chasing games, dodgeball.</p> <p>Copy moving like different animals, vehicles, characters. Perform or</p>	<p><b>Basic movements:</b> Use all available opportunities and spaces within the school environment to experience and explore different ways of travelling over, under and through a wide variety of surfaces, gradients and objects using a range of movements (indoors and outdoors)</p> <p>Play a wide range of turn taking games that incorporate throwing, catching, passing, etc</p> <p><b>Participate in team games:</b> Follow the leader, chasing games, dodgeball.</p> <p><b>Perform dances using simple movement patterns:</b> Copy moving like different animals, vehicles, characters. Use rhythmic ribbons and materials</p>	<p>Use running, jumping, throwing catching in isolation.</p> <p>Begin to develop skills to play competitive games, such as, target skills: throwing bean bags, kicking balls into nets, pushing balls along the floor with racquets.</p> <p>Use apparatus equipment to practise simple gymnastic and athletic activities. For example, variety of rolls, balance along wide beams, jump off objects with support.</p> <p>Copy a range of dance moves and then follow verbal/symbol/physical prompt to complete in time to music.</p> <p>Go up and down the steep slopes at Forest school or outdoor visits</p>	<p>Use running, jumping, throwing catching in isolation and in combination</p> <p>Use skills developed for competitive games to turn take with a partner.</p> <p>Put combinations of rolls together. Balance along wide beams and jump off objects with reduced or no support.</p> <p>After practising dance moves using prompts move to the music and independently incorporate specified moves.</p> <p>Go up and down the steep slopes at Forest school or outdoor visits</p>

	<p>respond to action songs and rhymes.</p> <p>Move and negotiate their way through limited space and obstacles.</p>	<p>to move along to music. Experience a wide range of music types and styles to dance to. Copy action songs and rhymes.</p>	<p>with minimal support.</p> <p>Use their pupil voice to say which activity they prefer. Show celebration for achieving a set target (clap hands when bean bag lands in hoop)</p>	<p>with reduced or no support.</p> <p>Show celebration for achieving a set target. Follow adults lead to make target more difficult through proximity, size, etc and try again.</p>
<b>P7-8 Level 1</b>	NA	<p>Independently select an appropriate basic movement to best meet the need of the task and transfer these across settings</p> <p>Take part in simple team games by following the rules with minimal support.</p> <p>Make up own dance moves to set songs and repeat same moves</p>	<p>Use running, jumping, throwing catching in isolation and combination</p> <p>Begin to develop skills to play competitive games, such as, target skills: throwing bean bags, kicking balls into nets, pushing balls along the floor with racquets and use to take turns with a partner</p> <p>Use apparatus equipment to practise simple gymnastic and athletic activities. For example, a routine incorporating a variety of rolls, balance along wide beams, jump off objects with reduced or no support.</p> <p>Copy a range of dance moves and then follow verbal/symbol/physical and then select a which moves to</p>	<p>Use running, jumping, throwing catching in isolation and in combination and as part of a game</p> <p>Use skills developed to take part in competitive games with minimal or no adult support</p> <p>Create a routine by putting combinations of rolls together. balancing along narrow beams and jumping from one object to another with reduced or no support.</p> <p>After practising a wide range of dance moves perform along with peers or adults</p>

			<p>put in their dance. Use a range of ribbons and materials.</p> <p>Go up and down the steep slopes at Forest school or outdoor visits with reduced or no support. Lead the group.</p> <p>Show celebration for achieving a set target. Follow adults lead to make target more difficult through proximity, size, etc and try again.</p>	<p>Lead a group to complete obstacles, such as, up and down the steep slopes at Forest school or outdoor visits with reduced or no support. Help less able peers.</p> <p>Show celebration for achieving a set target. Try bout alternatives and select the best strategy for personal success.</p>
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### Swimming and Water Safety

	EYFS	KS1	KS2a	KS2b
<b>P1-3</b>	<p>Use Routes For Learning (RFL)Route Map Planner for each individual child to record attainment.</p> <p><b>Follow individual physio targets.</b></p> <p>Teach children where appropriate water safety:</p> <ul style="list-style-type: none"> <li>• To take care on wet surfaces</li> <li>• Spit water out if they get it in their mouth</li> <li>• Reach for adult, floatation device, side of pool for support</li> <li>• Follow routine; showering before and after entering pool, showing emerging self help awareness by not resisting getting dressed undressed and being receptive where appropriate</li> </ul>			
<b>P4-6</b>	Follow duckling stages 1-2 to develop swimming skills and safety awareness in	Follow duckling stages 1-2 to develop swimming skills and safety awareness in and	Attend swimming at Sandhill view for at least 1 half term each year in addition to use of Hydrotherapy	Attend swimming at Sandhill view for at least 1 half term each year in addition to use of

	and around water.	<p>around water.</p> <p>Show awareness of following instructions to stop and wait, holding the side of pool (where possible)</p> <p>Practise floating on front and back with minimal support.</p>	<p>pool.</p> <p>Show awareness of how to move and stay holding onto side of pool when instructed (where possible)</p> <p>Follow duckling stages 1-5 to develop swimming skills and safety awareness in and around water. Where appropriate begin to practise a range of strokes with or without a floatation device.</p>	<p>Hydrotherapy pool.</p> <p>Show awareness of how to get out of the pool safely and independently (where possible)</p> <p>Follow duckling stages 1-5 to develop swimming skills and safety awareness in and around water. Where appropriate begin to practise a range of strokes with or without a floatation device.</p>
<b>P7-8 Level 1</b>	NA	<p>Follow duckling stages 3-5 to develop swimming skills and safety awareness in and around water. Where appropriate begin to practise a range of strokes without a floatation device.</p>	<p>Attend swimming at Sandhill view for at least 1 half term each year in addition to use of Hydrotherapy pool.</p> <p>Show awareness of how to get out of the pool safely and independently (where possible)</p> <p>Follow duckling stages 1-5 to develop swimming skills and safety awareness in and around water. Where appropriate begin to practise a range of strokes with or without a floatation device.</p> <p>Improve confidence to be able to</p>	<p>Attend swimming at Sandhill view for at least 1 half term each year in addition to use of Hydrotherapy pool.</p> <p>Show awareness of how to get in and out of the pool safely and independently (where possible)</p> <p>Follow duckling stages 1-5 to develop swimming skills and safety awareness in and around water. Where appropriate begin to practise a range of strokes with or without a floatation device.</p> <p>Improve confidence to be able to</p>

			swim with a floatation device for at least 25m	swim without a floatation device for at least 25m  If confident swim wearing pyjamas or other light weight clothing to experience sensation of swimming in the event of falling into water.
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Each grade of the Duckling Awards contains six components that must be passed before the Award is given but the outcomes may be accumulated over a number of sessions. These are:

#### Duckling Grade 1

1. Make a supervised safe entry with adult support
2. Kick 2 metres on the back with adult support
3. Float on the back with adult support behind the head
  4. Blow bubbles at the water surface
  5. Wet the head without submersion
6. Travel without assistance 2 metres to a floating object.  
(It is recommended that appropriate buoyancy aid be used).

#### Duckling Grade 2

1. Make a sitting entry with adult support
2. Blow an object for a distance of 2 metres
3. Using a baby seat or other buoyancy aid, rotate through 180degrees without assistance

4. Move 5 metres along the rail or wall without assistance
5. Travel 3 metres using arms and/or legs without assistance
6. Submerge the face with confidence

#### Duckling Grade 3

1. Make a supervised jump to an adult with or without support
2. Kick 5 metres on the front holding a float (the adult may hold the other end of the float)
3. Blow bubbles with the mouth underwater. Fill mouth with water and spit it out 'silly elephant'
4. Float on front OR back without adult support
5. Travel 5 metres on the front to the side of the pool
6. Show a torpedo shape on front or back when pushed to a partner

#### Duckling Grade 4

1. Jump unaided, but supervised, into the water
2. Submerge completely
3. Rotate through 360° either horizontally or vertically
4. Show a mushroom OR a star float
5. Travel without assistance 10 metres on the front OR back
6. Climb out of the water with assistance if required

**Duckling Grade 5** (without the use of buoyancy aids or adult support)

1. Show the sequence – to jump in the water, turn around, swim back to the point of entry and hold the rail or side
2. Submerge completely and blow bubbles under the water
3. Push and glide achieving a distance of 2 metres on the front or back
4. Float on the front or back and regain standing/vertical position

5. Swim 5 metres on the front or back using an over water arm recovery
6. Exit safely showing correct use of the ladder (or steps if no ladder is available).