

Fosse Bank PE Curriculum Aims by Stage of Development

| Development stage | Aims – What do we want children to learn and develop? |
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| <p>First stage of maturity (Reception to early part of Year 2)</p> <p>Movements are still being learnt and developed and children tend to play alongside a friend rather than with one. Basic rules and behaviours are being learned and children show great enthusiasm to have a go as experience has not yet taught them fear or danger awareness. There is a limited awareness of space and others.</p> | <p>We want children to learn:</p> <ul style="list-style-type: none"> • To move and be still under basic control so that movements are performed with accuracy and clarity • To copy and repeat and co-ordinate simple movement combinations so that they link together • To use simple equipment with purpose and basic control • To find and use space well showing an awareness of others and basic safety • How to use simple tactics and compositional ideas with consistency • Some simple things they can do to be healthy • To recognise and copy simple actions and follow basic instructions with some accuracy • To describe what they and others are doing with some accuracy • To come up with and suggest ideas that relate to their performance |
| <p>Second stage of maturity (Year 2 to the beginnings of Year 4)</p> <p>Basic movements have been learned and children start to develop these into more recognisable skills though control and fluency are still inconsistent. Children like to play with one or more friends and need to be noticed as individuals as they become more self-aware. They tend to enjoy physical activity but want more structure and rules as they begin to recognise some risks. They are also much more aware of space and others.</p> | <p>We want children to learn:</p> <ul style="list-style-type: none"> • To move, stop and remain still with balance and clarity of movement and shape • To repeat simple combinations of skills and actions showing coordination and changes in direction and speed • To use a range of skills that make use of equipment with basic consistency and accuracy • To be able to use their own and others' ideas for movements, tactics and compositions • To describe how they feel after exercise • To know the importance of physical activity, diet and sleep to make them feel good and well • To come up with their own ideas for warming up and practising • To be able to identify skills, actions and parts of sequences that are good quality • To be able to describe the differences and similarities between sequences |
| <p>Third stage of maturity (End Year 4 to beginning of Year 7)</p> <p>Children have more formed and clear movement. They begin to refine them so that they become more recognisable specific skills that are performed with greater control. They like to feel part of a group or team and get their recognition from being part of something bigger. Some children tend to lose some interest in physical activity as other activities start to take their interest so they are more discerning about what they do and take part in. They understand and use rules and structures and begin to be more creative about how they tackle tasks and challenges. They also become more critical in their evaluations and can come up with their own solutions and approaches.</p> | <p>We want our children to learn:</p> <ul style="list-style-type: none"> • To move and be still with control, composure, good body shape, tension and changes in speed and effort • To combine skills and actions with some fluency and consistency • To use a greater range of specific skills / techniques using equipment with consistent control • To create and use tactics and compositional ideas that suit the situation with some success • To respond to changes in situations and new challenges and conditions with some rationale • To know what a healthy lifestyle is and how to live their lives more healthily • To make accurate comments about quality of their own and others' performances and actions • To assess performance and actions against criteria and suggest improvements • To come up with some sensible suggestions about how to improve performances and actions |