

Lister Infants Recovery Curriculum for PE

A Recovery Curriculum Statement for PE

Although remote learning was provided to our pupils throughout COVID 19 lockdown, school recognises access to the learning will not have been the same as being in the classroom. We also recognise our families had different experiences of lockdown and it affected people in different ways. As a result we know there will be gaps that need to be addressed as we return to school. Lister Infants will support pupils through identifying the knowledge, skills and understanding from missed learning and prioritising the most crucial components for progression before new units are taught.

PE is crucial in supporting our children's wellbeing which is at the heart of our recovery curriculum. Therefore, PE will play a major part in ensuring our pupils are physically and mentally healthy. The children will have lots of opportunity for outdoor physical activity, PE lessons with specialist coaches, yoga lessons throughout the year and they will continue running The Daily Mile every day.

Reception As a result of COVID-19 lockdown, we know the loss of routine, structure, friendship, opportunity and freedom will have an impact on our youngest children, with this in mind we will focus on the Prime Areas within the EYFS- Personal, Social and Emotional Development, Communication and Language and Physical Development. Allowing children time to settle well, build strong relationships and feel secure in a structured routine. This focus will ensure our children are able to relate to each other, communicate effectively and engage with their environment. Opportunities for learning will be provided through a stimulating learning environment, with an emphasis on learning through fun, practical, hands on experiences with language development at the heart of each interaction.

	Unit of work missed	Missed Early Years Outcomes (EYFS) Missed KUS (KS1)	Crucial Learning to be revisited	To be taught
Year 1	Athletics Dance Yoga	<ul style="list-style-type: none"> Experiments with different ways of moving. 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. 	Athletics <ul style="list-style-type: none"> To shows increasing control over an object in pushing and throwing. To develop throwing skills at a target To develop throwing skills over distance. E.g. beanbag throw To use basic underarm with some accuracy I can run and change speeds over short distances. I can take part in a variety of team races using a variety of equipment e.g. jumping through hula hoops in a 	Missed athletics crucial learning will be covered in T1 with staff and specialist coach Tobias. These skills will be secured before new athletics content is taught in T3. A specialist coach will support Year One throughout the year securing basic movement skills. Although dance was missed in

			<p>running race or ladders.</p> <ul style="list-style-type: none"> • I can perform a two footed jump into a flat object. E.g. hoops, over a line/flat rope. • I know exercise is good for health. • I can talk about how my body feels after exercise <p>Dance</p> <ul style="list-style-type: none"> • To recognise repeated sounds and sound patterns and match movements to music • I can perform a freeze frame • I can copy my partner to make a mirror image • I can perform in a group E.g. Circle canon pass the action on like the Mexican wave • I can talk about how my body feels after exercise <p>Yoga</p> <ul style="list-style-type: none"> • I can develop balance, flexibility and coordination. 	<p>T3. It was covered in T1 and T2. Therefore, Year One staff will recap the crucial learning missed in T3 at the start of their dance lesson in T1 before progressing onto new learning.</p> <p>Yoga was covered in T1 but missed in T3. A specialist yoga coach has been booked for T1:1, T2:1 and T3:1 to support pupil wellbeing. The coach will ensure lessons in T1:1 cover crucial learning from missed learning in Reception T3:1 before progressing onto year one content.</p> <p>The children will compete The Daily Mile at least three times a week to develop their stamina, running skills and personal best times.</p>
Year 2	Athletics Dance Yoga	<p>Knowledge</p> <ul style="list-style-type: none"> • I can take part in sending and receiving balls and small equipment. • I can describe some basic rules, simple tactics, and the ways to score. <p>Understanding</p> <ul style="list-style-type: none"> • I am beginning to understand fairness and respect • I can watch and discuss my own and peers work. 	Athletics	<p>Athletic crucial knowledge will be covered in T1:2 by a specialist coach in order to cover crucial learning before new content is covered in T3.</p> <p>Although dance was missed in T3, it was covered in T1 and</p>

		<ul style="list-style-type: none"> • I can begin to evaluate my performance <p>Skills</p> <ul style="list-style-type: none"> • I can perform different jumps from a standing position • I can copy and explore basic actions with some control and coordination • I can respond to stimuli using dance actions • I can link and repeat basic actions to copy or create and perform a movement phrase in a controlled manner with a beginning, middle and end. • I have begun to choose and link basic actions and I can recognise and use space appropriately exploring dynamic and expressive qualities. • I can run at different speeds. • Perform basic techniques of catching and throwing with basic control when standing still. 	<ul style="list-style-type: none"> • Develop an under and over arm throwing action with some accuracy. • I can run at different speeds. • I can improve my running technique and run for longer distances • I can take part in a variety of team races using a variety of equipment e.g. batons on relay race. • I can perform a two footed jump for distance e.g. long jump I can use my arms to gain power in jumping. • I can engage in competitive (against others and self) and cooperative physical activity in a range of increasingly challenging situations. <p style="text-align: center;">Dance</p> <ul style="list-style-type: none"> • I can respond to stimuli using dance actions • I have begun to choose and link basic actions and I can recognise and use space appropriately exploring dynamic and expressive qualities. • I can show an awareness of dynamic, expressive and rhythmic qualities in my dance. <p style="text-align: center;">Yoga</p> <ul style="list-style-type: none"> • I can develop balance, flexibility and coordination. 	<p>T2. Therefore teachers will build in a recap on KUS into the year 2 content in T1 to ensure the children are confident before progressing onto new content.</p> <p>Yoga was covered in T1 but missed in T3. A specialist yoga coach has been booked for T1:1, T2:1 and T3:1 to support pupil wellbeing. The coach will ensure lessons in T1:1 cover crucial learning from missed learning in Y1 T3:1 before progressing onto year two content.</p> <p>A specialist coach will support Year Two throughout the year securing basic movement skills.</p> <p>The children will compete The Daily Mile at least three times a week to develop their stamina, running skills and personal best times.</p>
--	--	---	---	---

