

## **Curriculum overview for the website: Gym and Games- Movement**

### **Introduction**

Elmfield school aims to deliver a physical education curriculum that cultivates and nurtures children towards a place of physical, emotional and social health, well-being and independence.

Recognising a change in society whereby access to movement is in decline, here at Elmfield we aim to re-address this by providing a high quality, varied physical education programme and encouraging a healthy appetite for movement. Movement is at the heart of our education starting from nursery and continuing to build on these foundations all the way through the school until class 11.

We provide Physical Education classes twice a week for children in Grades 1-8. PE looks very different from class to class, as the children are in different places developmentally. In the lower school, students play imaginative games which include running, jumping, skipping, and dancing and provide both exercise and good lessons in social interaction.

In class 5, Physical Education focuses on the events of the Greek Olympics, in conjunction with their study of ancient Greece. This culminates in a national event held in the spring, UK based Waldorf Schools participate in a Greek Olympics together.

In classes 6-8, students begin to develop the skills necessary to play a variety of sports strenuously and by the rules. Activities such as volleyball, basketball, netball, cricket, and frisbee begin to develop physical strength and mastery of one's body, as well as teamwork and good sportsmanship.

### **Purpose of study**

The purpose of our Movement Curriculum is to cultivate a sound physical foundation of movement, cooperation, social skills and problem-solving skills in both isolation and team activities. With an overview of progression towards good habits and practises that promote health and well-being throughout their lives as well as skill development. Our curriculum has its foundations in child development, with age-appropriate processes underpinning our structure, aims and objectives.

We aim to support the central process of integrating the child's physical body systems, through embodied movement practices, coordination techniques and social engagement, using imagination as our holding form in the early years and cooperative games and sports in the upper school.

Assisting a child's development of movement, spatial awareness, balance and equilibrium. Focusing on gross and fine motor skills whilst helping the child to establish form and control of their movement with the awareness of how to organise and differentiate. Our

physical education programme supports the child to harness their energy appropriately and meaningfully. Supporting the thinking, feeling child to find will to bring individual intention into their movement.

Building a foundation for social competence to develop team building skills, cooperation, loyalty and group strategy. Fair play is encouraged and appreciated through students demonstrating respectful relationships through a range of age appropriate structured, semi structured and unstructured activities.

### **Aims of the Gym and Games curriculum**

- + To cultivate and harness a child's sense of self and will.
- + To build Kinesthetic and spatial awareness and confidence.
- + To learn, develop and enhance skills in gymnastics, games and sport.
- + To foster an understanding of teamwork and cooperation.
- + To build curiosity, determination and motivation in one's own ability.
- + To encourage an appetite for movement, fitness and health.

### **Long term intent**

#### **Language and communication**

- Observing and responding to the movements and non-verbal communication of a person or group.
- Expressing ideas and emotions through gesture and movement

#### **Health and well-being**

- Understanding and promotion of the role of physical health in one's own wellbeing
- Physical assurance, including gross and fine motor skills, coordination and spatial awareness
- Finding joy in movement and physical skill and challenge

#### **Senses**

- Proprioception
- Interoception
- Muscle memory

#### **Imagination and play**

- Imagining the consequences of movement, e.g. predicting trajectories of people and objects
- Improvising or systematically creating new sequences of gestures and movements
- Problem solving and thinking flexibly or creatively to complete a physical task, or develop a strategy in a game or sport

#### **Empathy**

- Interpreting and reacting and responding to the movement of others.
- Considering the feelings and responses of teammates and rivals in games and sports - e.g. winning/losing, working as a team.

#### **Aesthetics**

- Appreciating the aesthetics of movement: elegance, refinement, skill and expression of emotion
- Fluency and refinement in the performance of sequences of movement

### **Inquiry**

- Understanding the rules, traditions and conventions of different physical activities, games and sports
- Refining physical skills and movements through reflection, evaluation and adjustment, listening to both internal and sensory feedback, and the implicit and explicit feedback of others

### **Democratic participation and society**

- Something about appreciating how physical disability can limit access to society
- Right of access to healthcare for physical wellbeing

### **Lifelong learning**

- Appreciation of the practice needed to master a physical skill.
- Evolving participation in movement activities and staying fit
- Understanding of the importance of the role of physical activity in wellbeing

## **Early years**

### **Intention:**

At Elmfield our approach is built solidly on the overarching principle of every child being a unique child. We also work firmly in the belief that in early childhood learning happens best through play and imitation. Young children learn best when 'doing' and learning is experienced by being active. We provide opportunities for play both indoors and outdoors, where adults can support children to develop their core strength, stability, balance, spatial awareness, coordination, and agility. Children learn best through free creative play, and the adults create an environment, both indoor and out, which is conducive to developing strength, coordination, cooperation, stamina, balance and spatial awareness. The children also engage with craft activities and painting and drawing which, alongside playing with small toys and objects, encourage the development of fine motor skills. The children also engage with movement during ring time where a variety of songs, rhymes, and games gives opportunity for imitating and refining actions and gestures both large and small.

### **Implementation:**

#### **K3-4: (EYFS)**

Encourage children to move in a variety of ways to suit the space e.g. climb a tree, run, skip, hop when outside, and walk, crawl under a drape, tip toe when inside. The children can use a wide range of natural resources that develop motor skills: handling, carrying, and arranging large planks of wood and small pieces of natural material like cones, shells, pebbles, and silk/cotton cloths.

Experience Eurythmy from age 4 and above with a weekly Eurythmy lesson with a specialist Eurythmy teacher.

Participate in daily ring times that involve many different kinds of music and movement which include polarities of movement e.g., tip toe and large steps. Children imitate and learn a wide variety of finger rhymes and games and are taught to use a wide range of

large and small tools for woodwork, painting, sewing, drawing, gardening, chopping vegetables amongst other activities.

### **K5 (5-7 Transition)**

The children continue to build upon the skills and experiences outlined above, gaining in confidence and physical strength and dexterity. In addition to this the Transition programme offers opportunities for working on a range of crafting projects that use different skills, including extended projects such as sewn needle cases, fire gnomes, candle holders and picture frames. The children also join in with more challenging ring times and games including more complex movements, as well as skipping with the rope, and throwing and catching activities.

### **Impact:**

All children's progress is tracked in the Kindergarten using a combination of the EYFS Educational Programmes (with Modifications) and developmental descriptors.

Children should be able to:

#### **By the end of K4 (End of EYFS):**

- *show good control and coordination in large and small movements.*
- *move confidently in a range of ways, safely negotiating space.*
- *handle equipment and tools effectively, including crayons for mark making.*

#### **By the end of K5 (End of Transition):**

- have a high level of spatial awareness, demonstrating competence in judging time, distance and trajectory.
- assess risk and am more resilient when encountering physical challenges.
- use a wide range of tools and mark making equipment with a high level of skill and purpose, including needles, scissors, crayons, paintbrushes - and pencils, using correct grip.
- can skip, hop and jump.

***Classes 1 and 2 start their day with Wooden pipe, singing and movement during their circle time with their class teacher and peers. This is a space to arrive into their body to breathe out, wake up their will and intention and to ground themselves or release energy that needs to pass through.***

**Class 1-2: Aged 7-8**

**The intention:**

Children should be encouraged to explore full bodied movement as part of a group activity, developing personal resilience, social skills, cooperation skills and the ability to start solving problems. This will support the central process of integrating and harmonising the child's inner being/self with their growing physical body. Aiming to build spatial, kinaesthetic and proprioceptive awareness.

**Implementation:**

Games lessons are teacher led and delivered through imaginative games that require movement with a specific framework adapted for this stage of development. The games curriculum will include a broad array of activities with a focus on the development and consolidation of varied movement skills. Games incorporating the polarities of chasing, evading, movement and stillness will feature strongly. Jungle gyms (age appropriate obstacle courses) are used to encourage continuation of skills in climbing, rolling, jumping, balancing and risk taking. Establishing a rhythm is fundamental to the practicalities of the movement curriculum, a key learning objective at this age is how to be a coherent group in a large space eg. coming together into huddles for discussion, where-by children enjoy the opportunity to come into language and questions.

**Impact:**

During games and obstacle courses children can demonstrate developed awareness and physical integration through enhanced gross and fine motor skills, agility, sense of balance, hand eye coordination, rhythm and ability to collaborate with others. Personal resilience and courage to be able to start to separate themselves as an individual from the collective.

### **Class 3-4: Aged 9-10**

#### **The intention:**

Children are encouraged to explore full bodied movement as part of a group activity, developing personal resilience, social skills, cooperation skills and the ability to start solving problems. Students continually demonstrate fair play and have regular discussions and huddles.

Students play imaginative games with the aim of mastering a variety of movement skills as well as interpersonal social skills. This will support the central process of integrating and harmonising the child's inner being/self with their growing physical body, as they start to gradually separate themselves from the group and find individual autonomy. Aiming to build spatial, kinesthetic and proprioceptive awareness. Starting to differentiate games from gymnastics as we start to learn skills for both areas in two separate lessons.

#### **Implementation:**

Games lessons are teacher led and delivered through imaginative, cooperative games that require movement with a specific framework adapted for this stage of development. The games curriculum will include a broad array of activities with a focus on the development and consolidation of varied movement skills. Games incorporating the polarities of chasing, evading, movement and stillness will feature strongly. Establishing a rhythm is fundamental to the practicalities of the movement curriculum, a key learning objective at this age is how to be a coherent group in a large space eg. coming together into huddles for discussion, where-by children enjoy the opportunity to come into language and questions. Differentiating Gymnastic lessons at this age means the teacher leads with imitating actions at the heart of it; through various jungle gym layouts and skill based mat work.

#### **Impact:**

Through games and obstacle courses/jungle gym children can demonstrate developed awareness and physical integration through enhanced gross and fine motor skills, agility, sense of balance, hand eye coordination, rhythm and ability to collaborate with others. Personal resilience and courage to be able to start to separate themselves as an individual from the collective. Being able to listen and follow instructions safely. Through gymnastic skills we build core strength, upper and lower body strength and integrate the whole system to be able to negotiate space more easily.

### **Class 5: Aged 11**

**Intention:**

At this age movement becomes consolidated and potentially easier, coming with a sense of grace and coordination along with a clear sense of 'I' in relation to the rest of the group. During class 5 the Olympics is woven into the movement curriculum throughout the year, this is not only an opportunity to work cross curricularly, but it is also marking a key transition into puberty. For this we build upon pupils' strengths. With events in running, wrestling, throwing and jumping- we aim to start from the earth upward to seek integrity, strength and stability in the lower limbs being grounded through running and wrestling events, to then find speed, grace and elevation as we come into running and jumping events. With the throwing events developing the child's sense of will, determination and power. The intention is to introduce the idea of improving one's personal best, aiming to improve their skills and in relation to speed, height and distances.

**Implementation:**

During movement lessons the focus is on mastering the foundations of running, throwing, and jumping events. With the students accurately replicating each event through a variety of group and individual activities. As much as possible pupils practice outside, getting used to varied terrain and weather conditions, cultivating resilience. Pupils will carry out investigations through group discussions into aspects of their technique using the outcomes to become more proficient in their performance. All students will aim to improve their skills and personal bests in relation to speed, height and distances.

**Impact:**

To build a strong sense of self for the individual students, with an awareness of their capabilities, skills and strengths. As the Olympic is a threshold there is a sense of achievement and comradery in the group. The effects of training with such focus will no doubt instil a healthy appetite for exercise, building self-motivation and as the class goes on a journey together through the training and during the event, this results in a real sense of togetherness and unity.

## **Class 6,7,8: aged 12-14**

### **Intention:**

As we pass the threshold of the Olympics we enter into phases of movement and sport training where skills are refined and learned with an awareness of one's own ability in relation to others. As the physical body starts to change, weaving in an element of fitness, well being and health during both gym and games. As part of the broader school festival of St John's, class 6 will work on circus skills and group balances for a performance for the rest of the school.

### **Implementation:**

Developing; proprioceptive awareness and control, balance, agility, and ability to make quick changes in direction, moving through all of the planes of movement, focusing on being together with others and cooperating. Through skill work we focus on building and establishing full body coordination and hand eye coordination.

Focusing on building skills for working together as a team, as well as building resilience for fair competition. Building strategy to outwit opponents. Warmups and cool downs are very important and we introduce safe practices and encourage students to have an awareness of their bodies and what they need. We start to introduce sport drills in a variety of non-contact sports leading us into games and tournaments. During Gymnastics class 6 develop skills, balances and circus practices.

### **Impact:**

For those with a keen interest in sports the curriculum allows them to broaden and refine their skills in a variety of activities. For others there are opportunities to continue to develop the foundations in movement, body awareness, skills-based sports and cooperation. Pupils start to establish appropriate social and emotional skills enabling them to play as part of a team and individually. Building confidence in practising and performing in front of the whole school builds resilience.

## **Upper school- classes 9-11: ages 14-17**

### **Intention:**

During upper school we aim to instil in students a healthy appetite for movement, sport and physical activities. With an awareness around anatomy and physiology, nutrition, health and fitness. We intend for students to develop and further refine their interests, skills and abilities with their mental and physical health at the heart of what we are trying to nurture.

### **Implementation:**

throughout the year upper school students have the opportunity to take part in team sports, athletics, health and fitness classes, yoga and body conditioning classes and running. This is taught by a variety of teachers in the hall, movement room, bottom field, hard court and using the local parks facilities.

### **Impact:**

Those children who aspire to develop their skills in sport refine their skill set. Building body awareness, focusing on breath and movement combined, anatomy and physiology of yoga postures flexibility, stamina and mobility. Using body awareness techniques to bring students in tune with their needs, challenges and areas of focus. Introducing concepts of body autonomy and self-responsibility.

Continuing to collaborate with peers, building team confidence, as well as spatial and kinaesthetic awareness for the individual. In the upper school we also encourage students to ask questions around why we do what we do, how does this impact us and those around us and how do we relate and work with others?