



## Early Years Sport Curriculum

# INTRODUCTION

Here at Super Star Sport, we aim to ensure children not only have fun and enjoy our sessions, but to also learn and engage with all aspects of the early years guidelines. Our games and drills have been designed by industry experts and meet all guidelines. In turn OFSTED approve our sessions featuring us in many reports. Our Super Star Sport curriculum gives our nursery, pre-school and children centre settings, a step by step view of how our games and drills meet the guidelines in many ways.

We are the first company of our kind to have our own early year's curriculum and we are proud to present this to you as follows:

- **Introduction**
  
- **The guidelines**
  
- **How Super Star Sport meet the guidelines - Sports, games and drills**
  - ✓ **Football**
  - ✓ **Gymnastics**
  - ✓ **Tennis**
  - ✓ **Rugby**
  - ✓ **Basketball**
  - ✓ **Athletics**
  - ✓ **Dance**
  - ✓ **Cricket**
  - ✓ **Generic drills and games**
  
- **12-week plan for each sport**
  
- **Accreditations & Contact information**

# THE GUIDELINES

These are the guidelines in which practitioners use to make judgements about whether a child has exceeded a particular area of learning.

- **Communication and Language Development** involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical Development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, Social and Emotional Development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Literacy Development** involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding the World** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive Arts and Design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

## How Super Star Sport Meets the Guidelines:

Super Star Sport aim to meet each 'area of learning' through the diverse selection of games and sports that we deliver. Each 'area of learning' has been met through the unique coaching style of Super Star Sport. Next, we will discuss each individual sport and how the games meet the guidelines.

# SUPER STAR SPORT FOOTBALL:

As a company Super Star Sport first started by delivering football sessions in nurseries across the UK. Our unique Super Star Sport coaches are qualified via the FA and include many of the football association's skills and techniques within the early years sport sessions. There are many progressions and adaptations of ball manipulation.

## Some of Our Games and Drills Include:

- **Ball manipulation**
- **Football dodge ball**
- **Penalty shoot outs & Shooting drills**
- **Mini matches (Non-competitive)**

## Ball Manipulation

Ball manipulation is fundamentally where children dribble footballs on the ground using their feet, taking very small touches of the ball. Every child has one football each which allows them to have one to one engagement.

The EYFS targeted when ball manipulation is delivered are:

### **Physical Development:**

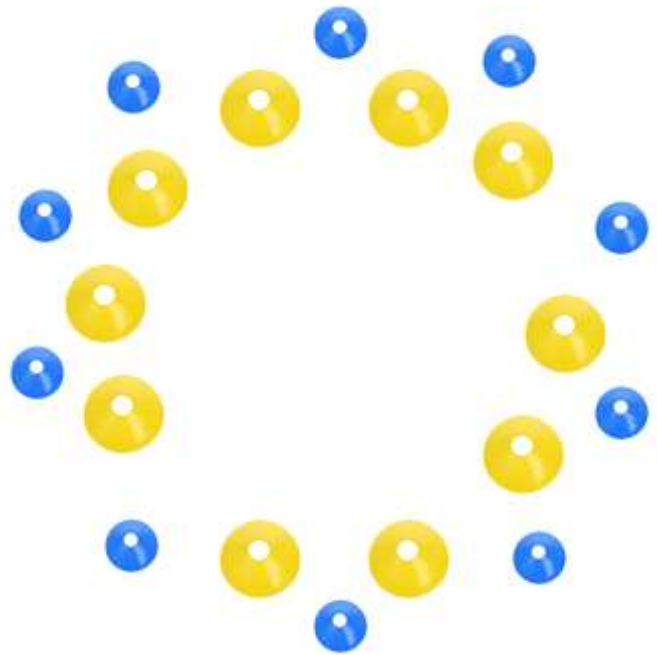
- Co-ordination
- Movement & Control
- Gross motor skills

During ball manipulation the children are asked to use small touches with their feet, which encourages close control and co-ordination. The coaches will include adaptations and progressions throughout, one of which is a game called 'the body part game'. This game is where the coach will call out a body part and the children need to put that body part on the football. This game ensures that gross motor skills are targeted as well as further co-ordination, movement and control.

### **Mathematics:**

- Understanding and using numbers

Mathematics is encouraged in simple forms throughout the games with regular counting and number cards being used.



### **Football Island:**

The football /Sports Island is our standard set up using yellow cones as 'sand' and blue cones as 'water'. We encourage the children to stay inside this area and we create a story telling the children what animals live in the water and which animals live on land.

## Mini Twister

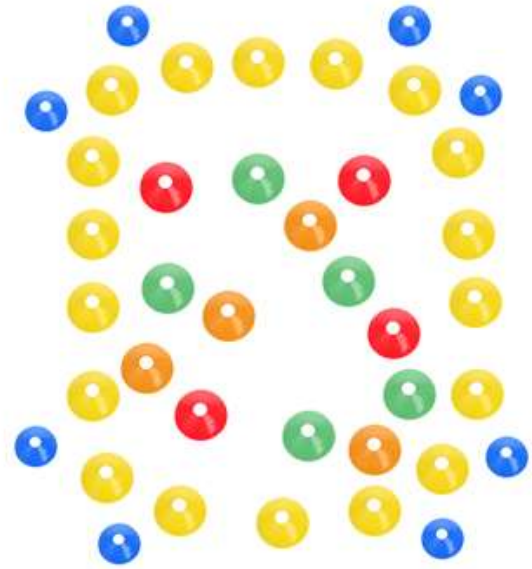
Mini twister is an inclusive game that works with children of all ages and abilities. The game allows children to develop their counting and physical development. A further advantage and learning outcome, is children having the opportunity to learn colours. Mini twister is often a game that is played only when it is a dry day (If sessions take place outside) as it does involve children touching the ground at times. The game involves different colour cones or spots to be used and spread out around the island. Children are asked to move around and when the coach says a colour the children must touch that colour cone with their hand. Coaches can include progressions such as using more than one body part and calling out more than one colour.

The EYFS targeted when mini twister is delivered are:

### **Physical Development:**

- Co-ordination
- Control
- Movement
- Spatial awareness
- Understand the importance of physical activity

During mini twister children are able to move around the island but must avoid all the other cones or spots around the island as well as each other of course. Children must be controlled and hold the position they are in following the coach calling out a colour.



### **Communication and Language Development:**

- To develop their confidence and skills in expressing themselves
- Speak and listen in a range of situations

With the many adaptations this game offers, it gives children many opportunities to express themselves and to develop confidence. The children speak throughout the Q&A and listen to a range of situations and commands throughout this game.

### **Mathematics:**

- Providing children with opportunities to develop and improve their skills in counting
- Understanding and using numbers

Our Super Star Sport number cards allow children to have an opportunity to count and understand numbers. The coaches will use the number cards to let the children know how many cones to touch or how many body parts to use.

### **Personal, Social and Emotional Development:**

- Helping children to develop a positive sense of themselves
- To have confidence in their own abilities

Children are always encouraged to have confidence in their own abilities. Children may feel as though they will not be able to find the cones or spots quick enough, but our coaches offer regular positive reinforcement throughout.

## Goldilocks and 3 Tennis Shots

This game is a way to help children learn the different ways to swing a racket and strike a ball. The young children will be opposite the coach on the other side of the net, as the coach prepares to toss tennis balls at them. The first ball is like a "baby bear" shot and they should try to hit it softly, but hard enough to go back over the net. The second ball is a "mama bear" shot to the middle of the court, and the third ball is the "papa bear" shot, in which the child is instructed to hit the ball as hard as they can.

The EYFS targeted when Goldilocks and 3 tennis shots is delivered are:

### **Physical Development:**

- Hand eye co-ordination
- Control
- Movement

The children use hand-eye co-ordination to accurately hit the ball with the correct power and accuracy; they also use hand-eye co-ordination to maintain balance and control of the ball across the lines.

### **Literacy Development:**

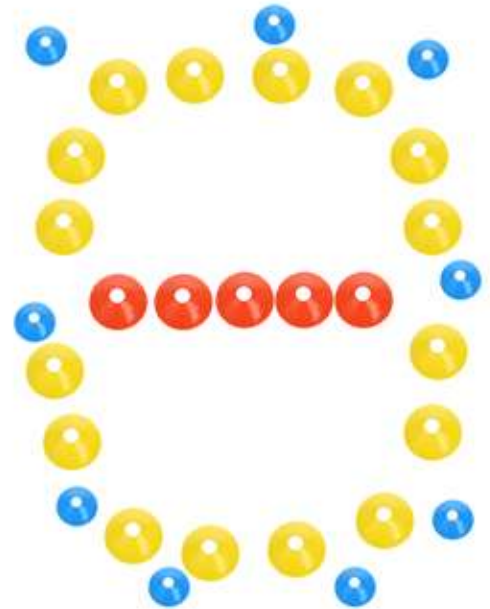
- Encouraging children to link sounds and letters
- Begin to read

The coach will show cards saying certain tennis shots, the children will attempt to read and sound out words.

### **Communication and Language Development:**

- To develop their confidence and skills in expressing themselves
- To speak and listen in a range of situations

Children have the opportunity to develop confidence and show their skills to the rest of the group. They will listen to a range of instructions throughout this drill also.



## International Rugby

To help the children to understand the world, we invented a game called International Rugby. This game consists of using the four corners of Sports Island. Each corner will display a different country and different coloured cones, which will demonstrate the country in line with flag or known country colour. For example: blue for Italy, orange for Netherlands, yellow for Brazil and white for England. The coach will shout out a country name when the children are running around with a soft rugby ball and the children have to remember the colour of the country and run to that section of Sports Island.

The EYFS targeted when International rugby is delivered are:

### **Understanding the World:**

- Children will make sense of their physical world and their community
- Opportunities to explore
- Observe and find out about different places

The children will obtain a greater understanding of the world, by remembering each international country and the colours which are associated to that country.

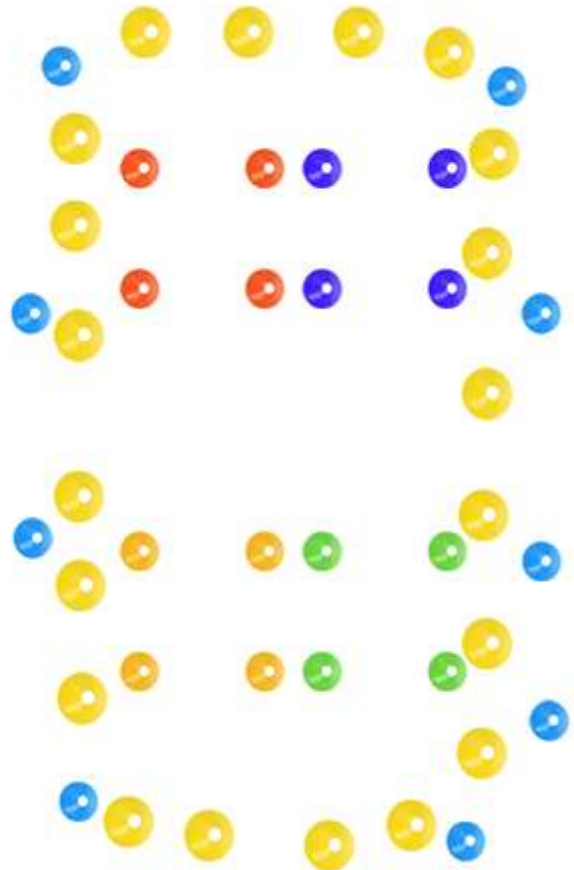
### **Literacy Development:**

- Encouraging children to link sounds and letters

The coach will hold up flash cards with the different countries on them, they are asked to sound out each word and also use them throughout the session.

### **Physical Development:**

- Co-ordination
- Movement
- Spatial awareness



## 'Heads Shoulders Knees & Toes'

The coach will explain to the children that they need to spread out into their own personal space or 'bubble' where nobody else will be able to pop the bubble that surrounds each child. At this point the coach will instruct the children to copy their actions when the music plays. The children will then be required to listen to the music and copy the coach in time with the music. Between the verses the coach can either give the children the choice to perform their favourite dance move or the coach can perform some simple actions such as marching, jumping, wiggling or clapping.



The EYFS targeted when 'Heads, Shoulders, Knees & Toes' is delivered are:

### **Physical Development:**

- Co- ordination
- Control and movement

'Heads, shoulders, knees & toes' game allows the children to develop their co-ordination by touching different body parts to the music. If the game is progressed it can help the children develop their balancing.

### **Expressive Arts & Design:**

- Movement to music
- Multi- tasking

'Heads, shoulders, knees & toes' requires the children to co- ordinate their movements in time with the music as well as singing and performing the actions at the same time resulting in the children multi- tasking.

Some simple progressions can be applied to this game to keep challenging the children, some examples are as follows:

- Instead of the children bending down to touch their knees and toes, instruct the children to lift one leg off the floor to reach these body parts. This will help improve balance alongside co-ordination.
- Increasing the speed of the song will require the children to move more quickly to keep up with the movements to the song and further develop their co- ordination.
- Have the children sit down and bend their knees into their chest to reach their toes. This will help develop their core strength, a fundamental part of dance.



## Hitting a 6

Hitting a 6 is a drill which will be performed at the end of a session where the children will step up one at a time and are required to strike a ball off a cone. As the child strikes the ball they are encouraged to shout 6! Once they have hit the ball they can collect it and place it back into the bag. The other children are encouraged to cheer on their friends when it isn't their go. This helps the children further their friendships with classmates as well as increasing self-confidence by successfully striking the ball.

The EYFS targeted when 'Hitting a 6' is delivered are:

### **Physical education:**

- Co-ordination
- Gross Body Movements
- Muscular Development

Children will learn how to use different parts of their body and will develop coordination by hitting the ball off the cone at different speeds and in different directions. The children will learn new movements that they might not have done before with and without a ball. They will also learn to control their body movements, these will naturally improve alongside confidence the more frequently the movement is practised.

### **Personal, social and emotional development**

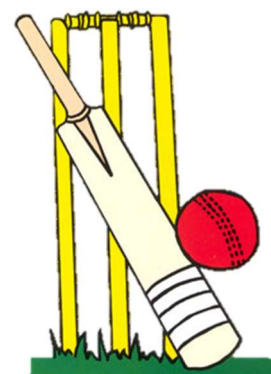
The children will develop a positive sense of themselves, and others; to form positive relationships and develop respect for others. This will be encouraged through chanting their friend's names. The children will develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

### **Communication and language:**

- To develop their confidence and skills in expressing themselves
- To speak and listen in a range of situations
- To developing relationships with friends through encouragement

### **Progressions:**

- The first progression is to encourage the children to strike the ball off the cone into a designated area.
- The second progression is to encourage the children to strike the ball whilst it is rolling on the ground.
- The third progression will include the children using the bat to hit a bouncing ball that has been thrown by the coach. Coaches will be aware that this is only the final progression to be delivered to groups who are advanced or need to be challenged.



## Volcano Game

The coach places red coloured cones around the island and explains to the children that lava is red and that is what comes out of a volcano when it has erupted. The children have to pretend that the red coloured cones are volcanoes and must not be touched or they will erupt, the children can go over the volcanoes any way they would like to using different movements they have learnt in previous game. The aim of the game is to move around the island and over the cones and to make sure they do not hit or knock over the volcanoes.

The EYFS targeted when the 'Volcano Game' is delivered are:

### **Physical Development:**

- Control
- Movement

Children will learn to **control** their bodies to ensure they do not step on the volcanoes. They will learn to use their coordination to use their bodies in different ways, i.e. jumping, hopping, skipping etc.

### **Mathematics:**

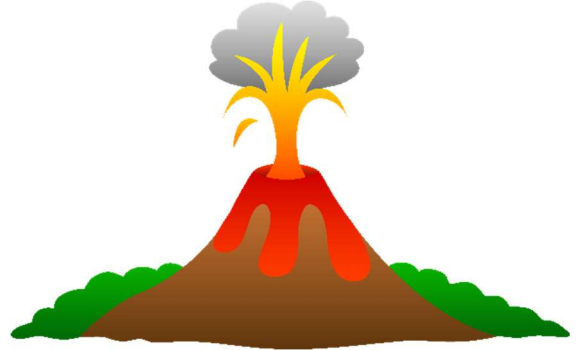
- Counting Skills

In this game we will encourage children to count out loud how many volcanoes they move past. This will **develop skills in counting** and understanding how we use our numbers.

### **Understanding the World:**

- Imagination

This game will encourage children to use their **imagination**, to think of what their surroundings would be like if they were to jump over an item. Words like hot, lava, smoke, and fire come to mind, especially when linked to volcanoes. The children will have the opportunity to explore different environments (in their imaginations).



### **Progression:**

#### **The First Progression**

The children should move over the cones using more complex skills such as jumps, side steps, backwards steps.

#### **The Second Progression**

Increasing the height of the cones by using taller cones will encourage the children to jump higher.