



EYFS	Physical Development: Moving and Handling	30 – 50 months	<p>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <ul style="list-style-type: none"> <li>•Mounts stairs, steps or climbing equipment using alternate feet.</li> <li>•Walks downstairs, two feet to each step while carrying a small object.</li> <li>•Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>•Can stand momentarily on one foot when shown.</li> <li>•Can catch a large ball.</li> </ul>
		40-60 months	<ul style="list-style-type: none"> <li>•Experiments with different ways of moving.</li> <li>• Jumps off an object and lands appropriately.</li> <li>•Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>•Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>•Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>•Handles equipment and objects with increasing control.</li> </ul>
		ELG	<p>Early Learning Goal Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment effectively.</p>
	Physical Development: Health and Self-care	30 – 50 months	<p>Can tell adults when hungry or tired or when they want to rest or play.</p> <ul style="list-style-type: none"> <li>•Observes the effects of activity on their bodies.</li> <li>•Understands that sporting equipment and apparatus have to be used safely.</li> <li>•Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</li> </ul>
		40 – 60 months	<p>Eats a healthy range of foodstuffs and understands need for variety in food.</p> <ul style="list-style-type: none"> <li>•Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>•Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> <li>•Shows understanding of how to transport and store equipment safely.</li> <li>•Practices some appropriate safety measures without direct supervision.</li> </ul>
		ELG	<p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>

Throughout the year, children in Reception are given play-based opportunities linked to all areas of the curriculum, including Physical Education. As a prime area of learning, children are able to explore movement patterns and develop basic fundamental movement skills.

EYFS

Autumn 1	Autumn 2	Spring 1	Spring 1	Spring 2	Spring 2	Summer 1	Summer 2	Summer 2
<b>All about me</b>  Focus on what makes us special, family members, how we have grown and changed.	<b>Sparkle &amp; shine</b>  Focus on celebrations from different faiths and cultures: how are we different and how are we similar.	<b>Superheroes</b>  Focus on what makes us special and how we show our feelings.	<b>Arctic</b>  How do people in very cold areas live differently from us?	<b>Dinosaurs</b>	<b>Pets</b>  Focus on how we look after animals.	<b>Julia Donaldson</b>  Focus on emotions and relationships linked to the stories read.	<b>Minibeasts</b>  Focus on the world around us and how we can care for the environment.	<b>Under the sea</b>  Focus on the world around us and how we can care for the environment.

	2-Year cycle	Autumn Term	Spring Term	Summer Term
Year 1/2	Cycle A	<p style="text-align: center;"><b>All about me</b></p> <p><b>Dance Unit 1</b> Dance and Gymnastics</p> <p><b>Dance:</b> Explore a range of movement patterns and respond imaginatively to a range of music types</p> <p><b>Gymnastics:</b> Explore a range of gymnastics actions and still shapes and move confidently around the space changing levels and direction.</p>	<p><b>Sensational Safari</b></p> <p><b>Game Unit 1</b> Games and Multiskills</p> <p>Develop balance, agility and coordination and become increasingly confident with these movements whilst engaging in competition as part of a team.</p>	<p><b>Rescuers and Explorers</b></p> <p><b>Athletics:</b></p> <p>Begin to explore a range of movement types; running, jumping, hopping, throwing and skipping.</p>
	Cycle B	<p><b>The Big Build</b></p> <p><b>Dance unit 2</b> <b>Dance:</b> Explore the concepts of dance by demonstrating a range of movement patterns that can be linked with simple motifs</p> <p><b>Gymnastics:</b> Use a range of equipment to explore different levels and jumps. Put equipment out safely with other children.</p>	<p><b>Travel and Transport</b></p> <p><b>Games Unit 2</b> Games and Multiskills</p> <p>Develop balance, agility and coordination and become increasingly confident with these movements whilst engaging in competition as part of a team.</p>	<p><b>Under the Sea</b></p> <p><b>Athletics</b></p> <p>Explore a number running for time and for distance and the impact this has on the body. Consider what we need to do to maintain and lead active, healthy lives.</p>
Year 3/4	Cycle A	<p><b>Prehistoric Britain</b></p> <p><b>Athletics unit 1</b></p> <p>Develop a range of throwing actions with increased difficulty and accuracy; under arm, overarm, low and high.</p> <p>Begin to understand the changes of the body during exercise (including sweating and heart rate)</p>	<p><b>Around the world in 80 days</b></p> <p><b>Dance unit 3</b></p> <p>Improvise freely with a partner by translating a given motif into their own actions.</p>	<p><b>Look what they left behind</b></p> <p>Net and Wall unit 1/striking and fielding unit 1 Begin to apply simple tactics and strategies to outwit an opponent (interceptions and blocking).</p>

	<p>Cycle B</p>	<p><b>A place for everything</b></p> <p>Athletics Unit 2  <b>Develop an increased understanding of ‘pacing’ and the fundamental differences between short and long distance events.</b></p>	<p><b>Terrible Tudors</b></p> <p>Dance unit 4  Use simple choreographic principles to create motifs and narrative to perform dance phases that communicate character.</p>	<p><b>Amazing Amazon</b></p> <p>Net and wall unit 1/striking and fielding unit 1</p> <p>Develop an understanding of own performance and how to improve actions based on the observations of others</p> <p>Change, keep and adapt the rules for a striking and fielding game and net and wall games.</p>
<p>Year 5/6</p>	<p>Cycle A</p>	<p><b>Greeks and Stars</b></p> <p>Gym Unit 5:  To choose and apply basic compositional ideas to the sequences they create, and to adapt them to new situations.</p> <p>Dance unit 5:  to compose dances by using, adapting and developing steps, formations and patterning from different dance styles</p> <p>to perform dances expressively, using a range of performance skills</p>	<p><b>Mountain and Rivers</b></p> <p>Invasion unit 3:  Develop a level of consistency with individual skills in a range of invasion based games (football, rugby, netball)</p> <p>Net and wall unit 2:</p> <p>Striking and fielding unit 2:</p>	<p><b>The Victorians</b></p> <p><b>Athletics Unit 3</b></p> <p>Becoming consistent with a range of athletic techniques and apply these to different sporting events.</p>
	<p>Cycle B</p>	<p><b>War and Conflict</b></p> <p>Dance and Gym Unit 6:</p> <p>Dance:  Create structured motifs, phrases, sections and whole class dances</p> <p>Gymnastics:  to develop their own gymnastic sequences by Understanding, choosing and applying a range of compositional principles.</p>	<p><b>Angry Earth</b></p> <p>Invasion unit 4:  To understand and apply a range of attacking and defensive strategies during games</p> <p>Net and wall unit 2:  Apply the basic principles of attacking and defending to solve a tactical problem.</p>	<p><b>Who’s your Mummy</b></p> <p><b>Athletics Unit 3:</b>  <b>To confidently select the appropriate techniques for specific events.</b></p> <p><b>Striking and fielding unit 2:</b>  to use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding</p>



## Progression of Skills in Physical Education

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	<p>Copy and explore basic movements with some control and coordination.</p> <p>Perform different body shapes.</p> <p>Perform at different levels.</p> <p>Perform a 2 footed jump.</p> <p>Use equipment safely.</p> <p>Balance with some control.</p> <p>Link 2-3 simple</p>	<p>Explore and create different pathways and patterns.</p> <p>Use equipment in a variety of ways to create a sequence</p> <p>Link movements together to create a sequence.</p>	<p>Work independently and with others to create a sequence.</p> <p>Copy, explore and remember a variety of movements and use these to create their own sequence.</p> <p>Describe own work using simple gymnastics vocabulary.</p> <p>Begin to notice similarities and differences between sequences.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Begin to show flexibility in movements.</p> <p>Begin to develop good technique when travelling, balancing, using equipment etc.</p>	<p>Link skills with control, technique, coordination and fluency.</p> <p>Understand composition by performing more complex sequences.</p> <p>Begin to use gymnastics vocabulary to describe how to improve and refine performances.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Create sequences using various body shapes and equipment.</p> <p>Combine equipment with movement to create sequences.</p>	<p>Select and combine skills, techniques and ideas.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Use more complex gymnastics vocabulary to describe how to improve and refine performances.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Link skills with control, technique, coordination and fluency.</p> <p>Understand composition by performing more complex sequences.</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Perform difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapt sequences to include a partner or a small group.</p> <p>Gradually increase the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Use more complex gymnastics vocabulary to describe how to improve and refine performances.</p> <p>Develop strength, technique and flexibility throughout performances.</p>

# Dance

<p>Copy, explore and remember basic movements and body patterns.</p> <p>Link movements to sounds and music.</p> <p>Respond to a range of stimuli.</p>	<p>Copy and explore basic movements with clear control.</p> <p>Vary levels and speed in sequence and the size of body shapes.</p> <p>Add change of direction to a sequence.</p> <p>Use and negotiate space clearly.</p> <p>Describe a short dance using appropriate vocabulary.</p> <p>Respond imaginatively to stimuli.</p>	<p>Begin to improvise both independently and with a partner to create a simple dance.</p> <p>Translate ideas from stimuli into movement with support.</p> <p>Begin to compare and adapt movements and motifs to create a longer sequence.</p> <p>Use simple dance vocabulary to compare and improve work.</p>	<p>Confidently improvise with a partner or independently.</p> <p>Begin to create longer dance sequences in a larger group.</p> <p>Demonstrate precision and some control in response to stimuli.</p> <p>Begin to vary dynamics and develop actions and motifs.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>Modify parts of a sequence as a result of self-evaluation.</p> <p>Use simple dance vocabulary to compare and improve work.</p>	<p>Begin to exaggerate dance movements and motifs (using expression when moving).</p> <p>Demonstrate strong movements throughout a dance sequence.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs.</p> <p>Begin to show a change of pace and timing in movements.</p> <p>Use the space provided effectively.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Modify parts of a sequence as a result of self and peer evaluation.</p> <p>Use more complex dance vocabulary to compare and improve work.</p>	<p>Exaggerate dance movements and motifs (using expression when moving).</p> <p>Perform with confidence, using a range of movement patterns.</p> <p>Demonstrate a strong imagination when creating own dance sequences and motifs.</p> <p>Demonstrate strong movements throughout a dance sequence.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus.</p> <p>Begin to show a change of pace and timing in movements.</p> <p>Move accurately to the beat.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Dance with fluency, linking all movements and ensuring they flow.</p> <p>Demonstrate consistent precision when performing dance sequences.</p> <p>Modify parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>
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# Games

<p>Travel in a variety of ways including running and jumping.</p> <p>Begin to perform a range of throws. Receive a ball with basic control.</p> <p>Begin to develop hand-eye coordination. Participate in simple games.</p>	<p>Confidently send the ball to others in a range of ways.</p> <p>Begin to apply and combine a variety of skills (to a game situation).</p> <p>Develop strong spatial awareness.</p> <p>Begin to develop own games with peers.</p> <p>Understand the importance of rules in games.</p> <p>Develop simple tactics and use them appropriately.</p> <p>Begin to develop an understanding of attacking/ defending</p>	<p>Understand tactics and composition by starting to vary how they respond.</p> <p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Begin to communicate with others during game situations.</p> <p>Use skills with coordination and control.</p> <p>Develop own rules for new games.</p> <p>Make imaginative pathways using equipment.</p> <p>Work well in a group to develop various games.</p> <p>Begin to understand how to compete with each other in a controlled manner.</p> <p>Begin to select resources independently to carry out different skills.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Show confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking Use skills with coordination, control and fluency.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Work well in a group to develop various games.</p> <p>Compare and comment on skills to support creation of new games.</p> <p>Make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Use running, jumping, throwing and catching in isolation and combination.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Show confidence in using ball skills in various ways, and can link these together.</p> <p>Use skills with coordination, control and fluency.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Use running, jumping, throwing and catching in isolation and combination.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Show confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking.</p> <p>Keep possession of balls during games situations.</p> <p>Consistently use skills with coordination, control and fluency.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Modify competitive games.</p> <p>Compare and comment on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>knowledge of skills for attacking and defending.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p>
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# Athletics

<p>Can run at different speeds.</p> <p>Can jump from a standing position.</p> <p>Perform a variety of throws with basic control.</p>	<p>Can change the speed and direction whilst running.</p> <p>Can jump from a standing position with accuracy.</p> <p>Perform a variety of throws with control and coordination.</p> <p>Can use equipment safely.</p>	<p>Begin to run at speeds appropriate for the distance.</p> <p>Can perform a running jump with some accuracy.</p> <p>Perform a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with good control.</p>	<p>Begin to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component. e.g. hop skip jump (triple jump).</p> <p>Demonstrate accuracy in throwing and catching activities.</p> <p>Describe good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Begin to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component. e.g. hop skip jump (triple jump)</p> <p>Begin to record peers performances, and evaluate these.</p> <p>Demonstrate accuracy and confidence in throwing and catching activities.</p> <p>Describe good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Begin to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component. e.g. hop skip jump (triple jump)</p> <p>Begin to record peers performances, and evaluate these.</p> <p>Demonstrate accuracy and confidence in throwing and catching activities.</p> <p>Describe good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>
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Outdoor Adventurous Activities			<p>Develop listening skills. Create simple body shapes.</p> <p>Listen to instructions from a partner/ adult.</p> <p>Begin to think activities through and problem solve.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrate an understanding of how to stay safe.</p>	<p>Develop strong listening skills.</p> <p>Use simple maps.</p> <p>Begin to think activities through and problem solve.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrate an understanding of how to stay safe.</p>	<p>Develop strong listening skills.</p> <p>Use and interpret simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrate an understanding of how to stay safe.</p>	<p>Develop strong listening skills.</p> <p>Use and interpret simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrate an understanding of how to stay safe.</p>
Swimming			<p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Perform safe self-rescue in different water-based situations.</p>	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Perform safe selfrescue in different water-based situations.</p>		
Healthy Lifestyle	<p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p>	<p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p>	<p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understand the need to warm up and cool down.</p>	<p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understand the need to warm up and cool down.</p>	<p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understand the need to warm up and cool down.</p>	<p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understand the need to warm up and cool down</p>

Evaluation

<p>Can comment on own and others performance.</p> <p>Can give comments on how to improve performance.</p> <p>Use appropriate vocabulary when giving feedback.</p>	<p>Can comment on own and others performance.</p> <p>Can give comments on how to improve performance.</p> <p>Use appropriate vocabulary when giving feedback.</p>	<p>Watch and describe performances accurately.</p> <p>Begin to think about how they can improve their own work.</p> <p>Work with a partner or small group to improve their skills.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>	<p>Watch and describe performances accurately.</p> <p>Begin to think about how they can improve their own work.</p> <p>Work with a partner or small group to improve their skills.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>	<p>Watch and describe performances accurately.</p> <p>Learn from others how they can improve their skills.</p> <p>Comment on tactics and techniques to help improve performance.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>	<p>Watch and describe performances accurately.</p> <p>Learn from others how they can improve their skills.</p> <p>Comment on tactics and techniques to help improve performance.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>
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