

Reception

Development Matters

Physical Development

3-4 years

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Start to eat independently and learning how to use a knife and fork.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

Reception

- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian
- Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene

Gross Motor Skills

- **Negotiate space and obstacles safely, with consideration for themselves and others.**
- **Demonstrate strength, balance and coordination when playing.**
- **Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.**

Fine Motor Skills

- **Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.**
- **Use a range of small tools, including scissors, paintbrushes and cutlery.**
- **Begin to show accuracy and care when drawing**

Reception	
HEALTHY BODY AND MIND (Learning for life)	<ul style="list-style-type: none"> • I have awareness of changes to my body during exercise (heart rate, heavy breath, getting hot, sweaty). • I know and can talk about the different factors that support their overall health and wellbeing including regular physical activity, • I can talk about healthy eating, • I can talk about toothbrushing, • I can talk about sensible amounts of 'screen time', • I can talk about having a good sleep routine, • I can talk about being a safe pedestrian • Further develop the skills they need to manage the school day successfully: lining up and queuing • I can manage mealtimes • I can manage my personal hygiene
Gross motor	<ul style="list-style-type: none"> • I can refine these abilities: rolling, crawling, walking, jumping, running, hopping, skipping, climbing • I develop my overall body strength, co-ordination, balance and agility • I can combine different movements with ease and fluency • I move in a fluent style, with developing control and grace • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and coordination when playing • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Fine Motor	<ul style="list-style-type: none"> • I can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Develop the foundations of a handwriting style which is fast, accurate and efficient • I hold a pencil using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing

<u>Covered in these topics:</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Topic Title:	We're going on a Bear Hunt/Dinosaur Hunt Space	Explorers Down on The Farm	Ship Ahoy!

National Curriculum Key Stage 1 Overview

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

National Curriculum Key Stage 2 Overview

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

	Year 1
HEALTHY BODY AND MIND (Learning for life)	<ul style="list-style-type: none"> • Some awareness of body changes during exercise (increased heart rate, heavy breath, hot, sweaty). • Some understanding of the need for PE kit (changing, safety). • Some awareness of how exercise is important for a healthy lifestyle.
Athletics	<ul style="list-style-type: none"> • Use their bodies and a variety of equipment with some control and some co-ordination. • Develop the following skills with increasing accuracy and velocity: <ul style="list-style-type: none"> -Begin to throw a variety of objects with one hand. -Jump from a stationary position. -Begin to change speed and direction whilst running.
Dance	<ul style="list-style-type: none"> • Explore movement ideas and respond imaginatively to a range of stimuli. • Move confidently and safely in their own general space using changes of speed level and direction. • Compose and link movements to make simple beginnings, middles and ends. • Perform movement phrases using a range of body actions and body parts.
Games	<p>Games Understanding</p> <ul style="list-style-type: none"> • Begin to apply basic movements in a range of activities. • Work individually and with others. • Engage in cooperative physical activities. • Engage in competitive physical activities (both against self and against others) • Participate in team games. • Understand how to use equipment safely. 5 <p>Invasion Games</p> <ul style="list-style-type: none"> • To be confident and keep themselves safe in the space in which an activity/game is being played. • Explore and use skills, actions and ideas individually and in combination to suit the game that is being played. • Show ability to work with a partner in throwing and catching games. • Choose and use skills effectively for particular games: <ul style="list-style-type: none"> -Throw a ball accurately to a target using increasing control. -Explore throwing and catching in different ways. -Explore kicking in different ways with increasing control <p>Striking & Fielding</p> <ul style="list-style-type: none"> • Throw a ball accurately underarm to a target using increasing control. • Show increasing control when rolling an object, using a technique. • Hit a ball with control using an appropriate object. • Explore throwing and catching in different ways.
Games	

Gymnastics	<ul style="list-style-type: none"> • Explore and perform gymnastic actions (pencil/straight, tuck, star, pike, dish and arch) and still shapes. • Move confidently and safely in their own and general space, using change of speed and direction. • Copy, create and link movement phrases with beginnings, middles and ends. • Perform movement phrases using a range of body actions and body parts. • Explore making their body tense, relaxed, stretched and curled. • Explore different ways of stretching, balancing, rolling, and travelling.
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	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Content</u>	Gymnastics Games – Kicking & Rolling	Dance Gymnastics Games – Under arm throwing & Catching	Games – Overarm throw Striking/Fielding Athletics

	<ul style="list-style-type: none"> • Choose, use and vary simple compositional ideas in the sequence they create and perform, with moderate control. • Create routines which have a clear beginning and ending. • Work with a partner sharing ideas and creating a simple sequence.
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	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Content</u>	Games – Invasion Gymnastics	Dance Games – Net & Wall	Athletics Games – Striking/Fielding

	Year 3
HEALTHY BODY AND MIND (Learning for life)	<ul style="list-style-type: none"> • Some awareness of body changes before, during and after exercise. • Some awareness of how exercise is important for a healthy body and lifestyle. • Some awareness of how exercise can help support our mental wellbeing. • Some understanding the importance of exercise.
Athletics	<ul style="list-style-type: none"> • Run at fast, medium and slow speeds. • Use different take off and landings when jumping. • Develop jumping for distance and height. • Take part in a relay activity, remembering when to run and what to do. • Throw a variety of objects, changing my action for accuracy and distance. • Record my distances, numbers and times.
Dance	<ul style="list-style-type: none"> • Create dance phrases that communicate ideas. • Create dance phrases with a partner and in a small group using canon and unison. • Repeat, remember and perform these phrases in a dance. • Use dynamic and expressive qualities in relation to an idea. • Use counts to keep in time with a group and the music. • Recognise and talk about the movements used and the expressive qualities of dance.
Games	<p>Games Understanding</p> <ul style="list-style-type: none"> • Familiar with some basic rules of games and beginning to apply them in a range of situations. • Identify when they are successful. • Begin to identify the core, sporting values. • Begin to understand how to use equipment safely. <p>Invasion Games</p> <ul style="list-style-type: none"> • Move with a ball towards goals with increasing control. • Understand their role as an attacker and as a defender • Move into space to help support a team. • Defend an opponent and try to win the ball. <p>Net and Wall</p> <ul style="list-style-type: none"> • Return a ball to a partner. • Use basic racket skills. • Play a range of basic shots. • Move quickly around the court using a variety of movement patterns. <p>Striking and Fielding</p> <ul style="list-style-type: none"> • Use overarm and underarm throwing, and catching skills. • Begin to strike a bowled ball after a bounce. • Bowl a ball towards a target. • Develop an understanding of tactics and begin to use them in game situations.
Gymnastics	<ul style="list-style-type: none"> • Use a greater number of their own ideas for movements in response to a task. • Choose and plan sequences of contrasting actions. • Complete actions with increasing balance and control. • Move in unison with a partner. • Choose actions that flow well into one another.

	<ul style="list-style-type: none"> • Adapt sequences to suit different types of apparatus. • With help, recognise how performances could be improved.
Outdoor Adventurous Activities	<ul style="list-style-type: none"> • To follow and give instructions. • Communicate ideas and listen to others. • Work with a partner and a small group. • Plan and attempt to apply strategies to solve problems. • Reflect on when and why I was successful at solving challenges. • Developing basic map reading skills.

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Content</u>	Gymnastics Invasion Games – Netball Invasion Games - Rugby	Net & Wall Games – Tennis Dance OAA	Striking Fielding – Cricket Athletics

	Year 4
HEALTHY BODY AND MIND (Learning for life)	<ul style="list-style-type: none"> • Awareness of body changes before, during and after exercise. • Awareness of how exercise is important for a healthy body and lifestyle. • Awareness of how exercise can help support our mental wellbeing. • Understanding the importance of exercise.
Athletics	<ul style="list-style-type: none"> • Demonstrate the difference between sprinting and running over varying distances. • Demonstrate different throwing techniques. • Jump for distance and height with control and balance. • Throw with some accuracy and power into a target area.
Dance	<ul style="list-style-type: none"> • Respond imaginatively to a range of stimuli related to character and narrative. • Use simple motifs and movement patterns to structure dance phrases on my own, with a partner and in a group. • Use formation, canon and unison to develop a dance. • Refine, repeat and remember dance phrases and dances. • Perform dances clearly and fluently. • Describe, interpret and evaluate dance, using appropriate language.
Games	<p>Games Understanding</p> <ul style="list-style-type: none"> • Familiar with basic rules of games and apply them in a range of situations. • After Identifying when they are successful can identify the next steps in their learning. • Identify the core, sporting values and give examples of when they could demonstrate them during a game situation. • Understand how to use equipment safely. <p>Invasion Games</p> <ul style="list-style-type: none"> • Pass, receive and shoot the ball with increasing control. • Work as part of a team to keep possession and score goals when attacking. • Defend one on one and know when and how to win the ball. • Use simple tactics to help a team score or gain possession. <p>Striking and Fielding</p> <ul style="list-style-type: none"> • Use overarm and underarm throwing, and catching skills with increasing accuracy. • Strike a bowl and ball after a bounce. • Bowl a ball with some accuracy, and consistency. • Choose and use simple tactics for different situations.
Gymnastics	<ul style="list-style-type: none"> • Safely perform balances individually and with a partner. • Plan and perform sequences with a partner that include a change of level and shape. • Understand how body tension can improve the control and quality of their movements. • Watch, describe and suggest possible improvements to a performance.
Outdoor Adventurous Activities	<ul style="list-style-type: none"> • Accurately follow and give instructions. • Work effectively with a partner and a small group. • Identify key symbols on a map and use a key to help navigate around a grid. • Plan and apply strategies to solve problems.

Swimming	<p>A programme of swimming teaching is delivered by local swimming coaches. An opportunity for all pupils to develop water confidence through a range of exercises, games and drills. Pupils will be taught about water safety and safe self-rescue. They will develop kicking, arm pull and breathing techniques as well as correct body position to improve buoyancy and stroke efficiency.</p> <p>Targets:</p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • Perform safe self-rescue in different water-based situations.
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	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Content</u>	Invasion Games – Basketball Dance Invasion Games – Football Gymnastics	Swimming Gymnastics OAA (Residential)	Athletics Striking & Fielding – Rounders

	Year 5
HEALTHY BODY AND MIND (Learning for life)	<ul style="list-style-type: none"> Understanding the importance of exercise and sport in social environments.
Athletics	<ul style="list-style-type: none"> Choose the best pace for a running event. Perform a range of jumps showing some technique. Show control at take-off in jumping activities. Show accuracy and good technique when throwing for distance. Understand how stamina and power help people to perform well in different athletic activities. Lead a partner through short warm-up routines.
Dance	<ul style="list-style-type: none"> Adapt and refine actions, dynamics and relationships in a dance. Perform different styles of dance clearly and fluently. Recognise and comment on dances, showing an understanding of style. Suggest ways to improve their own and other people's work.
Games	<p>Games Understanding</p> <ul style="list-style-type: none"> Begin to show a good understanding of a variety of games. Begin to adapt the rules of a game for an intended purpose. Begin to assess their own performance and the performance of others to identify areas for development. Begin to demonstrate the sporting spirit values in a range of games situations Understand how to use equipment safely. <p>Invasion Games</p> <ul style="list-style-type: none"> Understand there are different skills for different situations and begin to use these. Move into space to help a team. Play in a range of positions and know how to contribute when attacking and defending. Pass, receive and shoot the ball with some control under pressure. <p>Net and Wall</p> <ul style="list-style-type: none"> Develop wider range of skills and begin to use these under some pressure. Select and apply preferred skills with increasing consistency. Understand the need for tactics and make decisions about when best to use them. Play cooperatively with a partner. Demonstrate good footwork to cover a court space in a game situation. <p>Striking and Fielding</p> <ul style="list-style-type: none"> To sometimes strike a bowled ball. Begin to develop a wider range of skills and use these under some pressure. Use tactics effectively in a competitive situation.
Gymnastics	<ul style="list-style-type: none"> Create and perform sequences using apparatus, individually and with a partner. Use set criteria to make simple judgments about performances and suggest ways they could be improved. Use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.

	<ul style="list-style-type: none"> • Use strength and flexibility to improve the quality of a performance.
Outdoor Adventurous Activities	<ul style="list-style-type: none"> • Reflect on when and how they were successful at solving challenges, and alter methods in order to improve. • Work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy. • Use critical thinking to approach a task. • Navigate around a course using a map.

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Content</u>	Invasion Games – Netball & Hockey Gymnastics	Net/Wall games – Tennis OAA Dance	Athletics Swimming - Heidis Heroes Striking & Fielding – Rounders

	Year 6
Athletics	<ul style="list-style-type: none"> • Select and apply the best pace for a running event. • Exchange a baton with success. • Perform jumps for height and distance using good technique. • Show accuracy and good technique when throwing for distance. • Lead a small group through a short warm-up routine.
Dance	<ul style="list-style-type: none"> • Work creatively and imaginatively individually, with a partner and in a group to choreograph motifs and structure simple dances. • Adapt and refine actions, dynamics and relationships to improve a dance. • Choreograph a dance using props. • Perform dances fluently and with control. • Use appropriate language to evaluate and refine their own and others' work.
Games	<p>Games Understanding</p> <ul style="list-style-type: none"> • Able to show a good understanding of a variety of games. • Adapt the rules of a game for an intended purpose. • Able to assess their own performance and the performance of others to identify areas for development. • Consistently demonstrate the sporting spirit values in a range of games situations <p>Invasion Games</p> <ul style="list-style-type: none"> • Pass, receive and shoot the ball with increasing control under pressure. • Select the appropriate action for the situation. • Create and use a variety of tactics to help a team. • Create and use space to help a team. • Select and apply different movement skills to lose a defender. • Use marking, and/or interception to improve defending. <p>Net and Wall</p> <ul style="list-style-type: none"> • Use a wider range of skills in game situations. • Play cooperatively with a partner / in a team. • Demonstrate good decision making when making shots within a game. • Identify and use a variety of tactics. <p>Striking and Fielding</p> <ul style="list-style-type: none"> • Strike a bowled ball with increasing consistency. • Use some tactics in the game as a batter, bowler and fielder. • Select the appropriate action for the situation.
Gymnastics	<ul style="list-style-type: none"> • Understand what counter balance and counter tension are and show examples with a partner. • Combine and perform gymnastic actions, shapes and balances with control and fluency. • Create and perform sequences using compositional devices to improve the quality. • Suggest changes and use feedback to improve a sequence.
Outdoor Adventurous Activities	<ul style="list-style-type: none"> • Work effectively with a partner and a group. • Use critical thinking to form ideas. • Pool ideas within a group, selecting and applying the best method to solve a problem. • Reflect on why and how they are successful at solving challenges and adapt methods in order to improve. • Orientate and map efficiently to navigate around a course.

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Content</u>	Invasion Games – Rugby & Football Gymnastics	Dance Net & Wall – Tennis Invasion Games - Hockey	OAA – (residential) Swimming – (residential) Athletics Striking & Fielding – Cricket