



PE

PE			
EYFS (including nursery)	Year 1	Year 2	Year 3 (KS2)
Dance			
Physical Development ELG: Gross Motor Skills Children at the expected level of development will: - 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.	NC statement 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 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. • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
KNOWLEDGE			
Know how to link simple movements together.	Know, understand and use the key vocabulary – action, travel, pose, move, direction, speed, level and shape.	Know that mirroring is reflecting the movements of another person.	Know that unison is two or more dancers performing the same movement at the same time.

Know that music and movement can represent emotions and characters.	A performer uses counts to stay in time with the music and other performance. Pathways are designed made in a space (on the floor or air)	Dynamics are how an action is performed. Know they can travel on different parts of their body, at different levels. Know that dance can tell a story.	Cannon is performing movements one after the other. Know that you can change the formation of the dancers to create a different effect.
SKILLS			
Copy basic body actions and rhythms. Choose and use travelling actions, shapes and balances. Travel in different pathways using the space around them. Begin to use dynamics and expression with guidance. Begin to count to music.	Copy, remember and repeat actions. Choose actions for an idea Use changes of direction, speed and levels with guidance. Show some sense of dynamic and expressive qualities. Begin to use counts.	Copy, remember and repeat a series of actions. Select from a wider range of actions in relation for a stimulus. Use pathways, levels, shapes, directions, speeds and timing with guidance. Use mirroring and unison when completing actions with a partner. Show a character through actions, dynamics and expression. Use counts with help to stay in time with the music.	Copy, remember and perform a dance phrase. Create short dance phrases that communicate an idea. Use canon, unison and formation to represent an idea. Match dynamic and expressive qualities to a range of ideas. Use counts to keep in time with a partner and a group.
COVERAGE			
FS1 – Everyday life. FS2 – places.	Counting, pirates, toys and puddles.	Circus mirrors and the rainforest.	Machines, seasons, forces and magnets, Romans.
VOCABULARY			
Move, copy, shape, space, safely, around, travel, sideways, forward, backwards	Counts, pose, level, slow, fast, balance	Mirror, action, pathway, direct, speed, timing	Flow, explore, create, perform, match, feedback, expression
Games			

Physical Development ELG: Gross Motor Skills Children at the expected level of development will: - 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.	NC STATEMENT 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		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. -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, rounder’s and tennis, and apply basic principles suitable for attacking and defending
KNOWLEDGE			
Know that taking turns is important to playing games. Know that to work as a part of a team you need to communicate.	Know what happens to their body during exercise. Know that catching a bean bag is easier than catching a ball (introducing the STEP differentiation method)	Know what a tactic is. Know, use and understand the key language of dribble, space, roll, kick, Know the difference between attacking and defending. Know that attacking is to	Know that attacking and defending is used in invasion games. Know and understand the different games played involving attacking and

	Know that the force a ball is kicked or thrown with will determine its distanced travelled. Know what an underarm throw is. Know what an overarm throw is. Know that a target is something to aim at.	score points, and defending is to stop points being scored. Know how to score points in a simple game. Know that to make a game harder you make the target smaller. Know that to make a game easier, you make the target area larger. Know the ready position in a net wall game – knees bent, weight evenly spread	defending i.e. football, hockey. Know and explain how to transfer skills from one sport to another. Begin to understand and explain fair play. Know that tactics can be used to outwit an opponent. Know to strike a ball into a space when playing striking and fielding games.
SKILLS			
Drop and catch with two hands. Move a ball with feet. Throw and roll a variety of beanbags and larger balls to a space. Kick larger balls to a space. Stop a beanbag or large ball sent to them using hands. Attempt to stop a large ball sent to them using feet. Hit a ball with hands. Run and stop when instructed. Move around showing limited awareness of others.	Drop and catch a ball after one bounce on the move. Move a ball using different parts of the foot. Throw and roll towards a target with some varying techniques. Kick towards a stationary target. Catch a beanbag and a medium sized ball. Attempt to track balls and other equipment sent to them. Strike a stationary ball using a racket. Run, stop and change direction with some balance and control. Recognise space in relation to others.	Dribble a ball with two hands on the move. Dribble a ball with some success, stopping it when required. Throw and roll towards a target using varying techniques with some success. Show balance when kicking towards a target. Catch and object passed to them with and without a bounce. Move to track a ball and stop it using feet with limited success. Strike a ball using a racket. Run, stop and change direction with balance and control.	Dribble the ball with one hand with some control in game situations. Dribble a ball with feet with some control in game situations. Use a variety of throwing techniques in game situations. Kick towards a partner in game situations. Catch a ball passed to them using one and two hands with some success. Receive a ball sent to them using different parts of the foot.

Make a simple decision to response to a situation.	Begin to use simple tactics with guidance. Begin to use simple tactics with guidance.	Move to a space to help score goals or limit others scoring. Use simple tactics	Strike a ball with varying techniques Change direction with increasing speed in game situations. Use space with some success in game situations. Use simple tactics individually and within a team.
COVERAGE			
FS1 – Fundamentals FS2 – Ball skills, games	Sending and receiving, Ball Skills, Target Games, Invasion and Net and wall, Striking and fielding.	Sending and receiving, Ball Skills, Target Games, Invasion and Net and wall, Striking and fielding.	Autumn 1 Team Games Autumn 2 Dodgeball Spring 1 Handball Spring 2 Basketball Summer 1 Tennis and Hockey Summer 2 Cricket.
VOCABULARY			
Pass, team, tag, balance, safely, forward, backwards, space, balance, bounce, catch, throw, roll	Defender, points, dribbling, attacker, score, partner, ready position, underarm, net, target, hit, catch	Received, send, teammate, chest pass, possession, goal, dodge, bounce pass, return, collect, trap, fielder, send, runs, batter, bowler	Receiver, footwork, rebound, tracking, interception, mark, travelling, playing area.
Fundamental movement skills			
Physical Development ELG: Gross Motor Skills	NC STATEMENT Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance		Pupils should develop fundamental movement skills, become increasingly

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KNOWLEDGE			
Know that exercise is good for our bodies and keeps us healthy. Know that games have rules.	Know what happens to our bodies when we exercise – heart beats faster, we get hot and sweaty, we feel good. Know that a safe space in a room is where you are not able to touch anyone. Know how to follow simple rules in an individual task.	Begin to know the difference between overarm and underarm throw. Know how to use tension to control their bodies to perform basic movements with increasing control. Know different ways of travelling can be used for different purposes. I.e. Rolls, skipping, hopping Know how to follow rules and instructions in an individual task and small group game	Know that co – ordination means using different parts of the body effectively and smoothly. Know why we have rules in game play and articulate what is fair and unfair game play. Know the force by which a ball is thrown will impact its trajectory.

			Know that acceleration is getting faster and deceleration is getting slower.
SKILLS			
Run and stop with some control. Explore skipping as a travelling action Jump and hop with bent knees. Throwing larger balls and beanbags into a space. Balance whilst stationary and on the move. Change direction at a slow pace. Explore moving different body parts together.	Attempt to run at different speeds showing and awareness of technique. Begin to link running and jumping movements with some control. Jump, Leap and hop, choosing which allows them to jump the furthest. Throw towards a target Show some control and balance when travelling at different speeds. Begin to show balance and co-ordination when changing direction. Use co-ordination with and without equipment.	Show balance and co-ordination when running at different speeds. Link running and jumping movements with some control and balance. Show hopping and jumping movements with some balance and control. Change technique to throw for distance. Show control and balance when travelling at different speeds. Demonstrate balance and co-ordination when changing direction. Perform actions with increased control when co-ordinating their body with and without equipment.	Show balance, co-ordination and technique when running at different speeds, stopping with control. Use running, hopping and jumping actions using different take offs and landing. Jump for distance and height with an awareness of technique. Throw a variety of objects, changing action for accuracy and distance., Demonstrate balance when performing other fundamental skills. Show balance when changing direction in combination with other skills. Can co-ordinate their bodies with increased
COVERAGE			
FS1 – Fundamentals unit 1 FS2 – Fundamentals unit 2, Ball skills and gymnastics.	Dance, gymnastics, Fundamentals,	Dance, gymnastics, Fundamentals,	Autumn 1 Fundamentals and team games. Autumn 2 Gymnastics Spring 2 Dance

			Summer 2 Athletics.
VOCABULARY			
Run, stop, space, jump, balance, skip	Fast, hop, slow, direction, land, safely	Dodge, jog, hurdle, speed, steady, spring	Distance, technique, control. tension, coordination rhythm
Body Management (gymnastics / yoga)			
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KNOWLEDGE			

Know that space is an area away from other people. Know how to use large and small apparatus safely.	Know what the basic balances are – one-foot stand/ stalk balance. Know the basic shapes – tuck, star, pike and straddle. Know how to safely put mats out and away. Know how to land safely in a chair position from a jump.	Know the basic shapes and balances – tuck, pike, star, straddle, straight, dish, arch, one foot stand, v-sit. Know how to safely practice rolls – barrel, straight, and forward roll. Know that a sequence is a short series of linked movements. Know that we land in a chair position from a jump to protect our bodies and help us from falling.	Know a point balance is on a small body part. Know a patch balance is on a large body part. Know that tension means squeezing muscles to keep strong. Know how to stay safe when getting out and putting away basic equipment.
SKILLS			
Create shapes showing a basic level of stillness using different parts of their bodies. Begin to take weight on different body parts. Show shapes and actions that stretch their bodies. Copy and link simple actions together.	Perform balances making their body tense, stretched and curled. Take body weight on their hands for a short time. Demonstrate poses and movements that challenge their flexibility. Remember, repeat and link simple actions together.	Perform balances on different body parts with some control and balance. Take body weigh on different body parts with and without apparatus. Show increased awareness of extension and flexibility in actions. Copy, remember, repeat and plan linking simple actions with some control and technique.	Complete balances with increasing stability, control and technique. Demonstrate some strength and control when taking weight on different parts of the body for longer periods of time. Demonstrate increased flexibility and extension in their actions. Choose action that flow well into one another both on and off apparatus.
COVERAGE			
FS1 – Through outdoor exploration and learning. FS2 – Gymnastics – Unit 1 and 2	Gymnastics and Yoga	Gymnastics and Yoga	Gymnastics

VOCABULARY			
Move, copy, over, shape, rick, around, sideways, forward, backwards, travel, safely,	Feel, breath, listen, copy, slowly, action, jump, roll, level, direction, speed, point balance	Focus, position, pose, create, flow, choose, link, pathway, sequence, tuck, straddle, speed, star, pike	Strength, try, perform, flexibility, link, technique, flow, explore, create, matching, interesting, control, contrasting.
OAA			
Physical Development ELG: Gross Motor Skills Children at the expected level of development will: - 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.	<u>NC statements</u> 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: • participate in team games		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: • compare their performances with previous ones and demonstrate improvement to achieve their personal best • take part in outdoor and adventurous activity challenges both individually and within a team
KNOWLEDGE			

Know that success in challenges requires teamwork. Know that games and tasks need rule to make it fair and keep people safe.	Know that we follow rules to keep people safe and for fair play. Know what success looks like i.e. completing a task well or successfully. Know that a map shows the area. Know that to work effectively as a team, there must be good communication.	Know that working together and being co-operative can support learning and can enable groups to complete a given task. Know that trying different ideas in order to solve a task is called trial and error. Know how to lead a partner and keep them safe.	Know how to orientate a map to follow it correctly. Know that to solve a problem as a team they must plan, solve and reflect on strategies. Know that reflection is important to improving strategies.
SKILLS			
Follow simple instructions. Share their ideas with others Explore activities making own decisions in response to a task. Make decisions about where to move in a space. Follow a path Begin to identify personal success.	Follow instructions. Begin to work with a partner and a small group. Understand the rules of the game and suggest ideas to solve a simple task. Copy a simple map. Identify own and others success.	Follow instructions accurately. Work co-operatively with a partner and a small group, taking turns and listening to each other. Try different ideas to solve a task. Follow and create a simple map. Understand when a challenge is solved successfully and begin to suggest simple ways to improve.	Follow instruction from a peer and give simple instructions. Work collaboratively with a partner and a small group, listening to and accepting others ideas. Plan and attempt to apply strategies to solve problems. Orientate and follow a diagram or map. Reflect on when and why challenges are solved successfully and use others success to help them to improve.
COVERAGE			
Through continuous provision and outdoor learning.	Team building	Team building	OAA
VOCABULARY			

Share, team, path, listen, space, travel, follow, safely	Lead, co-operate, teamwork, solve, instructions	Support, successful, map, direction, communicate,	Rules, route, trust, navigate, grid, discuss, plan
SET			
KNOWLEDGE			
	Know how to feedback and share ideas in a respectful and considerate way, and how this impacts on other children’s feeling and emotions. Know that being a ‘good sportsman’ means being those who are watching a sport or event, treat everyone involved with respect.	Know why we have game rules and why we have a point scoring system in different sports. i.e. football, basketball, rugby. Know that perseverance means continuing to try to complete or master something even though it is challenging and difficult. Know how to self-manage small group games by implementing rules and sportsmanship values.	
SKILLS			
<u>Social</u> Take turns. Learn to share equipment with others. Share their ideas with others. <u>Emotional</u> Try again if they are not successful. Practise skills independently. Confident to try new tasks and challenges. <u>Thinking</u> Begin to identify personal success. Choose won movement and actions in response to simple tasks. Begin to	<u>Social</u> Encourage others to keep trying Talk to a partner about their ideas and take turns to listen to each other Work with a partner and small group to play games and solve challenges <u>Emotional</u> Show determination to continue working over a longer period of time. Determined to complete the challenges and tasks set. Explore skills independently before asking for help Confident to share ideas, contribute to class discussion and perform in front of others. <u>Thinking</u> Make decisions when presented with a simple challenge e.g move to an open space towards a goal. Begin to select and apply skills to use in a variety of different situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus.		<u>Social</u> Encourage and motivate others to work to their personal best. Work with others to achieve a shared goal. Work with others to self-manage games. <u>Emotional</u> Persevere when finding a challenge difficult. Understand what their best looks like and they work hard to achieve it.

provide simple feedback saying what they liked or thought was good about someone else's performance.	Provide feedback beginning to use key words from the lesson.	Begin to use rules showing awareness of fairness and honesty. Show and awareness of how other people feel. <u>Thinking</u> Pupils make quicker decision when selecting and applying skills to a situation e.g. who to pass to and where to move. Select and apply from a wider range of skills and actions in response to a task. Provide feedback using key terminology and vocabulary
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