



EYFS

PHYSICAL DEVELOPMENT: EARLY LEARNING GOALS (ELG) Moving and Handling 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 and tools effectively, including pencils for writing. Health and Self Care Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.

HEALTH AND FITNESS: Understand the importance for good health of physical exercise, healthy diet and talk about different ways to keep healthy and safe. (H&F)

Autumn		Spring		Summer	
Invasion games	Gymnastics	Dance	Net and Wall	Striking and Fielding	Athletics
Experiment with different ways of moving.	Balance on different parts of the body	Negotiate space when playing with other children.	Catch a large ball.	Throw over and under arm in a general direction.	Children will be taught how to use their bodies to:
Negotiate space successfully.	Travel under and over and through apparatus.	Use my imagination	Demonstrate good control and coordination in large and small movements.	Catch a variety of sized balls when bounced or thrown.	Sprint 30m
Travel with confidence.	Travel with confidence and skill around, under, over and through balancing and climbing equipment .	Move freely and with pleasure and confidence in a range of ways.	Pass a ball: chest pass Kick a ball along the floor less than 10m with the correct technique.	Strike a ball (selfbowled) in a general direction	Jump for height 5- 9cm
Move freely using suitable spaces and speed or direction to avoid obstacles. (S&A)	Move freely and with pleasure and confidence in a range of ways including, rolling, floor shapes, ways of travel.	Experiments with different ways of moving.	Dribble a ball at feet with control		Jump for distance 30- 59cm
		Complete simple sequences to different stimulus.			Leap hurdles 30m within 16-12secs
					Overarm throw
					Chest push
					Run for longer distance
					Participate in Sports day

KSI					
<p>NATIONAL CURRICULUM - Key stage 1: 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.</p> <p>HEALTH AND FITNESS: Talk about what our bodies do during exercise e.g breathing (H&F) Practice skills to make them warmer and cooler before and after exercises. (H&F) Discuss how the body changes during exercise.</p>					
Year 1					
Autumn		Spring		Summer	
Invasion games	Gymnastics	Dance	Net and Wall	Striking and Fielding	Athletics
<p>Invasions Games</p> <p>Throw a ball underarm, over arm and use a bounce pass.</p> <p>Move into a given space to catch a ball.</p> <p>Pass a ball to a partner using my hands and feet.</p> <p>Explore different ways using a ball (A&D)</p> <p>Explore ways to send a ball or other equipment</p> <p>Retrieve and stop a ball</p>	<p>Gymnastics</p> <p>Balance using my hands and feet.</p> <p>Create different shapes when balancing eg, thin, wide, twisted, curl .</p> <p>Travel in different ways e.g, jumping, skipping, walking, leaping, hopping etc.</p> <p>Learn a variety of basic gymnastic movements.</p>	<p>Dance - performing simple movement patterns</p> <p>Perform basic dance actions.</p> <p>Travel and change direction.</p> <p>Change size and shape.</p> <p>Learn basic movements relating to feelings.</p>	<p>Net and Wall</p> <p>Focus on throwing a ball with control both over and underarm with prompts.</p> <p>Focus on catching a ball from shorter and longer distances, on their own and in groups.</p> <p>Play games based on net games (tennis, badminton) children have the opportunity to play 1v1, 1v2, 2v2, 1v3, 3v3.</p>	<p>Striking and Fielding</p> <p>Focus on technique on striking a ball with control when shown.</p> <p>Focus on technique on fielding a ball using under and over arm throwing.</p> <p>Able to play simple games in small groups, applying rules and skills that have been taught.</p> <p>(cricket, rounders,baseball,</p>	<p>Athletics</p> <p>Children will be taught how to use their bodies to:</p> <p>Sprint 30m within 9-6seconds</p> <p>Jump for height10- 14cm</p> <p>Jump for distance 60 - 89cm</p> <p>Leap hurdles 30m within11-8 secs</p> <p>Overarm throw 10- 19m</p> <p>Chest push3-4m</p>

using different parts of the body. (A&D) Play a variety of running and avoiding games. Participate in simple team games (1v1, 2v2) Develop simple attacking and defending techniques (A&D) Pass and receive a ball in different ways with increased control. (S&A) (rugby, netball, football, basketball)	Be still in different body shapes and balances and combine different ways of travelling. (A&D) Move between mats and small apparatus and change the speed of movement. Handle apparatus safely Recognise how it feels when the body is tense in a balance. Develop balance, agility, co-ordination of travelling, stillness, jumping, timing, changing shape, direction and size. (A&D)	Learn what makes a good start and finish position in a sequence. Learn how to move their bodies in a variety of ways. Respond to different music showing a range of emotions and stimulus. Perform dance movements and simple sequences using simple movement patterns. Be taught to remember and perform short dance routines to other children (1-8 steps)	Pass and receive a ball in different ways with control and increased accuracy. (tennis, badminton)	softball, kickball,golf)	Run for longer distance 200m within 1:45-1:31 Participate in Sports day
---	---	--	--	--------------------------	--

Year 2					
Autumn		Spring		Summer	
Invasion games	Gymnastics	Dance	Net and Wall	Striking and Fielding	Athletics
Invasion Games -	Gymnastics	Dance	Net and Wall	Striking and Fielding	Athletics

<p>Hit a ball with a tennis style bat or racquet.</p> <p>Stop a ball with my feet before passing it.</p> <p>Move into a given space within a game.</p> <p>Begin to understand where to stand to make a game more difficult for an opponent.</p> <p>Develop control and accuracy when moving with a ball in a variety of different games.</p> <p>Pass and receive a ball with more control and accuracy.</p> <p>Recognise the best ways to score points and stop points being scored.</p> <p>Recognise how they work best with their partner.</p> <p>Use different rules and tactics for invasion games.</p> <p>Make it difficult for opponents.</p>	<p>Combine short movements to combine simple balances e.g, balance-travel-balance.</p> <p>Perform simple rolls g, forward, pencil, teddy-bear.</p> <p>Travel in different ways e.g, jumping, skipping, walking, leaping, hopping etc.</p> <p>Develop short sequences on their own.</p> <p>Use imagination to find different ways of using apparatus.</p> <p>Form simple sequences of different actions using floor and apparatus.</p> <p>Have a clear start, middle and end. S&A</p> <p>Have a clear focus when watching others perform. (E&I)</p> <p>Say when a movement or skill is performed well (aesthetic appreciation. (E&I)</p>	<p>Copy short dance motifs.</p> <p>Link two or more actions together</p> <p>Use a range of vocabulary to describe moods and how dances make them feel.</p> <p>Perform dances using simple movement patterns with a clear start middle and end.</p> <p>On their own can remember and perform short dance routines to other children (1-8 steps)</p> <p>Evaluate and improve a dance performance by recording and viewing their rehearsals. (E&I)</p>	<p>Use their skills to play end to end games, games over a barrier and fielding games.</p> <p>Use their ability to solve problems and make decisions. S&A</p> <p>Watch others and describe what is happening.</p> <p>Talk about what they have done and how they did it.</p> <p>Participate in team games.</p> <p>Pass and receive a ball in different ways with control and increased accuracy.</p> <p>Perform fielding techniques with increased control and coordination. (tennis, badminton)</p>	<p>Choose, use and vary simple tactics. S&A</p> <p>Recognise good quality in performance.</p> <p>Participate in team games.</p> <p>Pass and receive a ball in different ways with control and increased accuracy.</p> <p>Perform fielding techniques with increased control and co-ordination (cricket, rounders, baseball, softball, kickball, golf)</p>	<p>Take part in multiskills festivals. (competitions: class, against other schools)</p> <p>Designed to develop the fundamental movement skills of balance, coordination and agility.</p> <p>Children will be taught how to use their bodies to:</p> <p>Sprint 30m under 6 secs</p> <p>Jump for height 15-19cm</p> <p>Jump for distance 60 - 89cm</p> <p>Leap hurdles 30m within 8 secs</p> <p>Overarm throw 10- 19m</p> <p>Chest push 3-4m</p> <p>Run for longer distance 200m under 1:30</p> <p>Participate in Sports day</p> <p>Swimming</p> <p>Confident to get in the water.</p>
---	---	---	--	--	---

<p>Keep the ball and find best places to score. S&A</p> <p>Watch others accurately.</p> <p>Describe what they see and ask to copy others' ideas, skills and tactics.</p> <p>Participate in team games.</p> <p>Understand and develop tactics for attacking and defending.</p> <p>(rugby, netball, football, basketball)</p>	<p>Describe what they have done and what they have seen. (Make easier or harder. Use advice to improve.) (E&I)</p> <p>Develop balance, agility and coordination of travelling, stillness, jumping, timing, changing shape, size, direction</p>				<p>Submerge my head under the water and blow bubbles.</p> <p>Swim 10m on my back or front without stopping.</p>
---	--	--	--	--	---

My Personal Best

<p>Autumn Term - 4 weeks per focus word</p> <p>Healthy Me:</p> <p>Curiosity</p> <p>Imagination</p> <p>Reflection</p>	<p>Spring Term - 4 weeks per focus word</p> <p>Social Me:</p> <p>Gratitude</p> <p>Empathy</p> <p>Respect</p>	<p>Summer Term - 4 weeks per focus word</p> <p>Thinking Me:</p> <p>Self Belief</p> <p>Honesty</p> <p>Courage</p>
--	--	--