

Early Years Foundation Stage

The principal focus of physical education in the EYFS: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Pupils should be taught to:

Gross Motor

- 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

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Key Stage 1

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.

Key Stage 2

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.

Nursery Sports Person	Reception Sports Person	Year 1 Sports Person	Year 2 Sports Person
<p>Physical Development Independent Learning/PE</p> <ol style="list-style-type: none"> 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. <ul style="list-style-type: none"> Encourage children to transfer physical skills learnt in one context to another one. Encourage children to paint, chalk or make marks with water on large vertical surfaces. Suggestion: use walls as well as easels to stimulate large shoulder and arm movements. These experiences help children to ‘cross the mid-line’ of their bodies. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. <ul style="list-style-type: none"> Lead movement-play activities when appropriate. These will challenge and enhance children’s physical skills and development – using both fixed and flexible resources, indoors and outside. Model the vocabulary of movement – ‘gallop’, ‘slither’ – and encourage children to use it. Also model the vocabulary of instruction – ‘follow’, ‘lead’, ‘copy’ – and encourage children to use it. 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. <ul style="list-style-type: none"> Encourage children to become more confident, competent, creative and adaptive movers. Then, extend their learning by providing opportunities to play outdoors in larger areas, such as larger parks and spaces in the local area, or through Forest or Beach school. 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. 	<p>Physical Development Independent Learning/PE</p> <ol style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: *rolling *crawling *walking *jumping *running *hopping *skipping *climbing <ul style="list-style-type: none"> Provide regular access to appropriate outdoor space. Ensure there is a range of surfaces to feel, move and balance on, such as grass, earth and bark chippings. Give children experience of carrying things up and down on different levels (slopes, hills and steps). Provide a choice of open-ended materials to play that allow for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing. Provide regular access to floor space indoors for movement. Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Create low-pressure zones where less confident children can practise movement skills on their own, or with one or two others. Model precise vocabulary to describe movement and directionality, and encourage children to use it. Progress towards a more fluent style of moving, with developing control and grace. <ul style="list-style-type: none"> Provide children with regular opportunities to practise their movement skills alone and with others. Challenge children with further physical challenges when they are ready, such as climbing higher, running faster and jumping further. Encourage children to conclude movements in balance and stillness. Allow for time to be still and quiet. Suggestion: looking up at the sky, or sitting or lying in a den. 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. <ul style="list-style-type: none"> Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options. *Help children to develop the core strength and stability they need to support their small motor skills. Encourage and model tummy-crawling, crawling on all fours, climbing, pulling themselves up on a rope and hanging on monkey bars. Combine different movements with ease and fluency. Create obstacle courses that demand a range of movements to complete, such as crawling through a tunnel, climbing onto a chair, jumping into a hoop and running and lying on a cushion. Provide opportunities to move that require quick changes of speed and direction. Suggestions: run around in a circle, stop, change direction and walk on your knees going the other way. Encourage precision and accuracy when beginning and ending movements. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. *PE/IL Develop overall body-strength, balance, co-ordination and agility. <ul style="list-style-type: none"> Encourage children to use a range of equipment. These might include: wheeled toys, wheelbarrows, tumbling mats, ropes to pull up on, spinning cones, tunnels, tyres, structures to jump on/off, den-making materials, logs and planks to balance on, A-frames and ladders, climbing walls, slides and monkey bars. 	<p>Health, Safety and Fitness</p> <ol style="list-style-type: none"> Move with control and care. Use equipment safely. Know that exercise is good for me. <p>Games: Football, Basketball, Netball, Cricket, Hockey, Tennis, Handball</p> <ol style="list-style-type: none"> Throw underarm. Hit a ball with a bat/racket. Throw and catch with both hands. Kick in different ways. Move and stop safely. Travel in a variety of ways including running and jumping. Begin to participate in team games and engage in competitive sports. <p>Gymnastics</p> <ol style="list-style-type: none"> Make the body curled, tense, stretched and relaxed. Control the body when travelling and balancing at different levels. Roll, curl, travel and balance in different ways. Copy sequences and repeat them. <p>Dance</p> <ol style="list-style-type: none"> Move safely in a space. Move to music. Copy dance moves. Perform my own dance moves. Create a short dance. 	<p>Health and Fitness</p> <ol style="list-style-type: none"> Know why exercise is good for me. Know warming up and cooling down is important. <p>Games: Football, Basketball, Netball, Cricket, Hockey, Tennis, Volleyball</p> <ol style="list-style-type: none"> Use hitting, kicking and/or rolling in a game. Know how to throw in different ways including overarm and catch confidently with both hands. Decide the best space to be in during a game. Use simple tactics in a game to attack and defend. Follow rules. Compete against themselves to develop skills. . Participate in team games. Engage in competitive sports. <p>Gymnastics</p> <ol style="list-style-type: none"> Control my body when performing simple jumps and flight skills. Plan and perform a sequence of movements which follow some ‘rules’. Improve my sequence based on feedback. Work on my own and with a partner. Develop agility, balance and coordination. <p>Dance</p> <ol style="list-style-type: none"> Change rhythm, speed, level and direction in my dance. Dance with more control and coordination. Make a sequence by linking sections together. Use dance to show a mood or feeling. Work with others to develop balance and coordination.

	Nursery Sports Person	Reception Sports Person	Year 1 Sports Person	Year 2 Sports Person
Progression and Assessment Criteria	<p>9. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <ul style="list-style-type: none"> Explain why safety is an important factor in handling tools and moving equipment and materials. Have clear and sensible rules for everybody to follow. <p>10. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <ul style="list-style-type: none"> Encourage children by helping them, but leaving them to do the last steps, such as pulling up their zip after you have started it off. Gradually reduce your help until the child can do each step on their own. 	<p>7. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>8. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <ul style="list-style-type: none"> Provide a range of different sized 'balls' made from familiar materials like socks, paper bags and jumpers that are softer and slower than real balls. Introduce full-sized balls when children are confident to engage with them. Introduce tennis balls, ping pong balls, beach balls and balloons. Introduce a range of resources used to bat, pat and hit a ball, modelling how to do this and giving children plenty of time for practice. Introduce children to balls games with teams, rules and targets when they have consolidated their ball skills. <p>ELGs: Physical Development</p> <p>Gross Motor Skills</p> <p>9. Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>10. Demonstrate strength, balance and coordination when playing.</p> <p>11. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Athletics</p> <p>20. Explore and develop running and jumping techniques.</p> <p>21. Develop throwing techniques (underarm and overarm).</p> <p>22. Develop coordination in a range of activities.</p> <p>OAA</p> <p>23. Cooperate with others in small groups.</p> <p>24. Work successfully as part of a team.</p>	<p>Athletics</p> <p>21. Show control, coordination and consistency when running and jumping.</p> <p>22. Master throwing techniques (including pull-throw).</p> <p>OAA</p> <p>23. Begin to solve problems and challenges with others.</p> <p>24. Begin to understand the competitive side of orienteering.</p> <p>25. Work cooperatively and successfully as part of a team.</p>

	Year 3 Sports Person	Year 4 Sports Person	Year 5 Sports Person	Year 6 Sports Person
	<p>Health and Fitness</p> <ol style="list-style-type: none"> Describe how your body feels when exercising. Describe what happens to heart rate and breathing during exercise. Begin to create simple warm ups. <hr/> <p>Games: Football, Basketball, Netball, Cricket, Hockey, Tennis, Handball</p> <ol style="list-style-type: none"> Throw, catch, kick and hit a ball with control making appropriate choices. Work within a team to use simple fielding skills. Aware of space and use it to support team-mates and to cause problems for the opposition both in attack and defence. Begin to challenge a player in possession. Know and use rules fairly. *Perform basic skills needed for games with control and accuracy. Work collaboratively within a team to compete against others. <p>Gymnastics</p> <ol style="list-style-type: none"> Show greater control of rolls, jumps and balances. Develop flexibility, control and balance. Explore how strength and suppleness affect performance. Create and perform sequences with a partner including a change of speed, level or direction. Adapt sequences to suit different types of apparatus and criteria. Compare and contrast gymnastic sequences. <p>Dance</p> <ol style="list-style-type: none"> Use and develop pathways and direction in dances. Repeat, remember and perform phrases. Show control, accuracy and fluency of movement. Develop dance phrases (canon, unison, repetition, action/reaction, question/answer) with a partner and small group in unison. Improvise and translate ideas from a stimulus into movement. Communicate feelings through dance. 	<p>Health and Fitness</p> <ol style="list-style-type: none"> Describe how the body feels when exercising and understand the link between heart rate and breathing. Devise suitable warm up activities. <hr/> <p>Games: Football, Basketball, Netball, Cricket, Rounders, Tennis, Volleyball</p> <ol style="list-style-type: none"> Show control and coordination to throw and catch a ball accurately including attempts to catch with one hand. Hit and kick a ball accurately with increasing control using a variety of equipment, including hitting accurately towards a target and shooting/scoring with increasing accuracy. Keep possession of the ball developing passing and receiving skills. Vary tactics and adapt skills depending on what is happening in a game (to keep possession). Challenge a player in possession of a ball. Identify fielding skills which make it difficult for an opponent. Communicate, collaborate and compete with others, following the rules of the game. <p>Gymnastics</p> <ol style="list-style-type: none"> Devise and perform a gymnastic sequence in a controlled and fluent way, including a beginning, middle and end. Find different ways of using a shape, balance or travel and link them to make sequences of movement. Include change of speed, direction and a range of shapes. Work with a partner to create, repeat and improve a sequence with at least three phases. <p>Dance</p> <ol style="list-style-type: none"> Use and develop patterns and formations in dances with fluency and control. Know how to use levels and dynamics in dance. Reorder and link phrases together (incorporating unison, canon, action and reaction). Use dance to communicate an idea or story. Work effectively with a partner and in a group to perform dances. Describe dance and identify improvements. 	<p>Health and Fitness</p> <ol style="list-style-type: none"> Understand the importance of being active and fit. Develop physical fitness and recognise activities that help strength, speed and stamina. Explain how the body reacts during warm up and cool downs, and why. <hr/> <p>Games: Football, Basketball, Netball, Cricket, Hockey, Tennis, Handball</p> <ol style="list-style-type: none"> Refine and evaluate my kicking, hitting, throwing and catching to improve accuracy and control. Use knowledge of fielding skills to make appropriate choices and organise fielding positions. Use forehand and backhand with a racket. Use a range of techniques with a racket/bat. Use a number of techniques to pass, dribble and shoot in different ways. Gain possession working as a team. Choose a tactic for defending and attacking. Work as part of a team, adapting games and activities ensuring everyone has a role to play. Communicate well as a team in competitive games to regain possession of a ball. Play an active part in competitive games. <p>Gymnastics</p> <ol style="list-style-type: none"> Combine movements, balances and shapes with increasing flexibility, control and fluency. Perform movements accurately with a sense of rhythm. Make complex extended sequences and perform them with fluency and clarity of movement. <p>Dance</p> <ol style="list-style-type: none"> Perform more complex phrases with control, accuracy and extension. Create a structured dance using a variety of phrases and techniques, developing expressive qualities. Identify aspects performed consistently and fluently, being able to clearly provide feedback. Evaluate and improve my own performance and dances. 	<p>Health and Fitness</p> <ol style="list-style-type: none"> Understand the importance of being physically fit and how physical activity can contribute to a healthy lifestyle. Explain how their body reacts and feels when taking part in different activities. Know what makes a good warm up and cool down. Create short warm up routines. <hr/> <p>Games: Football, Basketball, Netball, Cricket, Rounders, Tennis, Volleyball</p> <ol style="list-style-type: none"> Explore different techniques and approaches to improve the effectiveness of my kicking, hitting, throwing and catching. Develop volley skills to improve accuracy and control. Play to agreed rules and explain rules to others. Can umpire/referee. Make a team and communicate a plan including positions and tactics, making it harder for opponents to score. Work effectively as a team, adapting to ensure everyone has a role to play. Communicate effectively to keep possession of the ball. Lead others in a game situation. <p>Gymnastics</p> <ol style="list-style-type: none"> Explore a range of progressively more complex balances. Combine my work with that of others. Develop and perform sequences to specific guidelines fluently and effectively. Evaluate the work of others giving specific feedback to help improve their performance. <p>Dance</p> <ol style="list-style-type: none"> Take the lead when working with a partner or group. Explore and practice movement ideas inspired by a stimulus, moving in a way that reflects the music. Perform dances to an audience that show timing, fluency, accuracy and consistency. Perform dances in clarity and unison with clarity and confidence. Work together in small groups to create a routine. Evaluate and improve the performance and dances of others.

	Year 3 Sports Person	Year 4 Sports Person	Year 5 Sports Person	Year 6 Sports Person
Progression and Assessment Criteria	<p>Athletics</p> <p>22. Run at fast, medium and slow speeds; changing speed and direction – to meet the demand of the task.</p> <p>23. Collaborate and compete with others by taking part in a relay, remembering when to run and what to do.</p> <p>24. Show control, coordination and consistency when running, throwing and jumping.</p> <p>25. Develop agility, balance and coordination, moving in different ways.</p> <p>26. Recognise what they do well and what they find difficult, identifying what they need to practise to improve performance.</p>	<p>Athletics</p> <p>20. Form a jump combination using a controlled jumping technique.</p> <p>21. Run over a long distance and sprint over a short distance.</p> <p>22. Throw in different ways, with coordination and control (including pushing and pulling technique).</p> <p>23. Learn how to evaluate and recognise their own success. Perform competitively with others</p>	<p>Athletics</p> <p>21. Choose appropriate speed for distance to be covered.</p> <p>22. Combine running, jumping and throwing, (push, pull, sling) performing skills with control.</p> <p>23. Take off and land with increasing accuracy and control.</p> <p>24. Throw with increasing distance and accuracy.</p> <p>25. Work effectively to communicate, collaborate and compete with others.</p> <p>26. Evaluate and recognise own success.</p>	<p>Athletics</p> <p>23. Demonstrate stamina and know how to pace myself when running.</p> <p>24. Throw using overarm, underarm, pulling, pushing and slinging over increased distances.</p> <p>25. Evaluate and refine running, throwing and jumping in isolation and combination, applying techniques with accuracy and control.</p> <p>Compare performances with previous ones and demonstrate improvement to achieve personal best.</p>
	<p>Outdoor and adventurous</p> <p>27. Make a map with symbols and recognise location on a map.</p> <p>28. Follow a map in a familiar context.</p> <p>29. Work cooperatively and communicate with others to solve a simple challenge and evaluate performance.</p>	<p>Outdoor and adventurous</p> <p>24. Create and follow a map in a more demanding familiar context, including use of compass points.</p> <p>25. Work cooperatively and successfully as part of a team.</p> <p>26. Overcome a more demanding challenge or team activity.</p>	<p>Outdoor and adventurous</p> <p>27. Read and follow a map, keeping track of position with increasing accuracy. Begin to understand scale.</p> <p>28. Use clues and a compass to navigate a route.</p> <p>29. Work effectively within a team to overcome a challenge safely. Identify successes and adapt plans for future challenges.</p> <p>30. Develop communication skills and use these skills to achieve success.</p> <p>31. Change my route and/or strategy to overcome a problem or challenge.</p> <p>32. Compete in orienteering events.</p>	<p>Outdoor and adventurous</p> <p>26. Confidently read and build a map.</p> <p>27. Plan a route and a series of clues for someone else.</p> <p>28. Build confidence in team activities and plan effective strategies to complete a task.</p> <p>29. Evaluate the success of activities / feedback to others.</p> <p>30. Develop physical fitness and describe its importance in orienteering.</p>
	<p>Swimming</p> <p>30. Swim 15m competently and confidently.</p> <p>31. Use two strokes effectively.</p> <p>32. Know how to stay safe near water and how to float.</p>	<p>Swimming</p> <p>27. Swim 25m competently, confidently and proficiently.</p> <p>28. Use a range of strokes effectively.</p> <p>29. Perform safe self-rescue in different water-based situations.</p>		