



PE - EYFS

Statements from the 2020 Development Matters that are prerequisite skills for PE within the national curriculum.

- Revise and refine the fundamental movement skills they have already acquired:
 - rolling - running
 - crawling - hopping
 - walking - skipping
 - jumping - climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.
- Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. • Develop overall body strength, balance, coordination and agility.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Explore and engage in music making and dance, performing solo or in groups.

Games	Gymnastics	Dance	Athletics	Swimming
<p>To be able to move and stop confidently, negotiating the space around them effectively. Show some control over their bodies when exploring different skills. To listen to and follow simple instructions. Start showing an ability to use their dominant hand. To work cooperatively with a partner in different activities. Explore and use skills effectively for particular games:</p> <ul style="list-style-type: none"> -Roll a ball or hoop -Throw a ball / beanbag underarm -Explore balancing - Explore kicking 	<p>Move confidently and safely in their own and general space. (Negotiating space effectively – under, round, over equipment and obstacles) Move and stop, recognising both commands and acting upon them immediately. Show contrast with their bodies including tall/short, wide/thin, straight/curved) Copy simple movements. Follow instructions to make shapes with their bodies. Jump off an object and land appropriately.</p>	<p>Explore and copy basic body actions and rhythms. To be able to negotiate space confidently. To be able to use their bodies to imitate motifs from stories and topics such as animals, trees, etc... To begin to respond with their bodies to different types of music</p>	<p>Learn skills of running, jumping and throwing with a range of equipment. Vary speed of running based on commands given.</p>	<p>Be confident entering the water with an adult close. With aids: Enter the water safely Move forward for a distance of 5 metres Move backwards for a distance of 5 metres Move sideways for a distance of 5 metres Scoop the water and wash the face Be at ease with water showered from overhead Move into a stretched floating position using aids, equipment or support Regain an upright position from on the back with support Push & glide in a horizontal position to or from a wall Take part in a teacher lead partner orientated game Demonstrate an understanding of pool rules Exit the water safely</p>

Evaluation- Can say if they liked / disliked an activity and say why.

Healthy Lifestyles - Can comment on feeling 'out of breath' or hot after exercise.



PE NC objectives and Progression of skills - Yr 1

Key Objectives for Key Stage 1:

- Master basic movements including running, jumping, throwing and catching,
- Develop balance, agility and coordination, 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.

Games	Gymnastics	Dance	Athletics	Swimming
<p>To become confident and keep themselves safe in the space in which an activity/game is being played.</p> <p>Explore and use skills, actions and ideas individually and with others.</p> <p>Work cooperatively with a partner or small groups in throwing, catching games and striking games.</p> <p>Choose and use skills effectively for particular games:</p> <p>Throw a ball underarm to a target using increasing control.,</p> <p>Explore throwing and catching in different ways. Explore kicking in different ways with.</p> <p>Show increasing control when rolling an object.</p> <p>Explore hitting a ball using a bat.</p>	<p>Move confidently and safely in their own and general space, using changes of speed and direction.</p> <p>Perform movement phrases using a range of body actions and body parts.</p> <p>Explore making their body tense, relaxed, stretched and curled.</p> <p>Explore different ways of stretching, balancing, rolling, travelling and jumping.</p>	<p>Explore and copy movement ideas and respond imaginatively to a range of stimuli. Incl. dances from other countries and cultures.</p> <p>Move confidently and safely in their own general space using changes of speed, level and direction.</p> <p>Compose and link movements to make simple phrases.</p> <p>Perform movement phrases using a range of body actions and body parts.</p> <p>Say what they like or dislike about a series of movements.</p>	<p>Use their bodies and a variety of equipment with greater control and coordination.</p> <p>Begin to develop the following skills .</p> <p>-Explore and throw a variety of objects with one hand.</p> <p>-Jump from a stationary position with control. -Change speed and direction whilst running</p> <p>Use comparative language i.e. faster, longer, and be able to physically demonstrate this. (Maths link)</p>	<p>Show confidence when entering and exiting the water.</p> <p>With aids:</p> <p>Blow bubbles a minimum of 3 times rhythmically with nose and mouth submerged</p> <p>Regain an upright position from the back without support</p> <p>Regain an upright position from the front without support</p> <p>Push from wall & glide on the back</p> <p>Push from wall & glide on the front</p> <p>Travel on the front for a width with aids</p> <p>Travel on the back for a width with aids</p> <p>Perform a rotation from the back to the front to gain an upright position</p> <p>Use front crawl / backstroke legs</p> <p>Introduce front paddle arms</p> <p>Demonstrate an understanding of pool rules Exit the water safely</p>
<p>Evaluation- Can comment on own and others performance</p> <p>Can give comments on how to improve performance. Use appropriate vocabulary when giving feedback.</p>				
<p>Healthy Lifestyles - Can describe the effect exercise has on the body and mind</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p>				



PE NC objectives and Progression of skills - Yr 2

Key Objectives for Key Stage 1:

- Master basic movements including running, jumping, throwing and catching,
- Develop balance, agility and coordination, 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.

Games	Gymnastics	Dance	Athletics	Swimming
<p>Improve the way they coordinate and control their bodies in various activities.</p> <p>Explore and use skills, actions and ideas individually and in combination to suit the game that is being played.</p> <p>Choose and use simple tactics.</p> <p>Catch and control a ball in movement working with a partner or in a small group.</p> <p>Cooperate in games where there is an opposition.</p> <p>Decide where to stand during a team game, to support the game.</p> <p>Be able to pass and stop a ball with feet.</p> <p>Begin to understand how to intercept a moving ball.</p> <p>Begin to understand the role of attacker and defender.</p> <p>Begin to lead others in a simple team game.</p> <p>To develop some hand eye coordination.</p> <p>To begin to receive and send balls using a racket / bat.</p>	<p>Further explore different ways of stretching, balancing, rolling, jumping and travelling.</p> <p>Remember, repeat and link combinations of gymnastic actions, body shapes and balances with moderate control.</p> <p>Work with a partner sharing ideas and creating a simple sequence.</p>	<p>Explore, remember and repeat a range of actions with some coordination and control.</p> <p>Explore the change of rhythm, speed, level and direction in a dance.</p> <p>Begin to compose and perform short dances that express and communicate moods, ideas and feelings.</p> <p>Incl. dances from other countries and cultures.</p> <p>Watch and respond positively to others</p>	<p>Run at fast, medium and slow speeds.</p> <p>Develop the following skills with increasing accuracy and velocity:</p> <p>-Explore and throw a variety of objects with one hand.</p> <p>-Jump from a stationary position with control. -Change speed and direction whilst running.</p>	<p>Show confidence when taking part in a variety of fun activities in the water.</p> <p>With or without aids:</p> <p>Sink, push away from the wall on side and maintain a streamlined position</p> <p>Push & glide on the front with arms extended and log roll onto the back</p> <p>Fully submerge to pick up an object</p> <p>Travel a width on the back with or without aids</p> <p>Travel a width on the front with or without aids</p> <p>Use front crawl and backstroke legs.</p> <p>Introduce front crawl and backstroke arms</p> <p>Introduce Demonstrate an understanding of pool rules</p> <p>Exit the water safely</p>
<p>Evaluation- Can comment on own and others performance</p> <p>Can give comments on how to improve performance. Use appropriate vocabulary when giving feedback.</p>				
<p>Healthy Lifestyles - Can describe the effect exercise has on the body and mind</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p>				



PE NC objectives and Progression of skills - Yr 3

Key Objectives for Key Stage 2:

- 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.

Games	Gymnastics	Dance	Athletics	Swimming
<p>Remember, repeat and link combinations of skills where necessary.</p> <p>Invasion and defence- 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. Be able to stop a ball then pass to a teammate with some accuracy. Be able to lead others in a simple game. Work cooperatively and collaboratively to win a point.</p> <p>Net and wall- To send balls over a net to a partner. To attempt to return a ball to a partner. Begin to use forehand and backhand. Move quickly around the court.</p> <p>Striking and fielding- Use overarm and underarm throwing, and catching skills. Begin to strike a bowled ball after a bounce. Bowl a ball towards a target. Begin to develop an understanding of tactics and begin to use them in game situations.</p>	<p>Use a greater number of their own ideas for movements in response to a task. Complete actions with increasing balance and control. Move in unison with a partner. Create routines which have a clear beginning and ending. Choose actions that flow well into one another. Adapt sequences to suit different types of equipment. Evaluate their partner work.</p>	<p>Create dance phrases that communicate ideas. Explore dances from other cultures or from history. Create dance phrases with a partner and in a small group using canon and unison. Remember, repeat and perform dance phrases. 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.</p>	<p>Run at fast, medium and slow speeds. 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. Encourage others to take part in athletic activities.</p>	<p>Show confidence when taking part in a variety of swimming activities in the water. Demonstrate an understanding of buoyancy Perform a tuck float for 5 seconds Push & glide from the wall to the pool floor</p> <p>With or without aids: Kick a length of backstroke Kick a length of front crawl Kick length of breaststroke Perform, on their back, a head first sculling action for 5 metres in a horizontal position Travel on back and roll in one continuous movement onto front Travel on front and roll in one continuous movement onto back Swim a width unaided, any stroke. Use legs and arms for front crawl, backstroke and breaststroke Introduce simple breathing technique for front crawl Demonstrate knowledge of water safety</p>
<p>Evaluation- Can watch and describe performances accurately. Is beginning to think about how they can improve their own work. Work with a partner or small group to improve their skills. Make suggestions on how to improve their work, commenting on similarities and differences.</p>				
<p>Healthy Lifestyles - Can describe the effect exercise has on the body and mind. Can explain the importance of exercise and a health</p>				



PE NC objectives and Progression of skills - Yr 4

Key Objectives for Key Stage 2:

- 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.

Games	Gymnastics	Dance	Athletics	Swimming
<p>Invasion and defence- 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. Create a simple game and lead others in how to play it.</p> <p>Net and wall- Aim to play a rally with a partner, working cooperatively at first and then as an opponent. Use forehand and backhand. (Begin to develop a range of basic racket skills and play a range of basic shots.) Move with purpose around the court. (footwork) Return to the ready position to defend my own court.</p> <p>Striking and fielding- Use overarm and underarm throwing, and catching skills with increasing accuracy. Strike a ball after a bounce. Bowl a ball with some accuracy, and consistency. Choose and use simple tactics for different situations.</p>	<p>Safely, attempt movement with an element of challenge. Safely perform balances individually and with a partner. Plan and perform sequences with a partner that include a change of level and shape. Choose and plan sequences of contrasting actions. Understand how body tension can improve the control and quality of their movements. Watch, describe and suggest possible improvements to a sequence</p>	<p>Work cooperatively and collaboratively with others. Use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group. Use formation, canon and unison to develop a dance. Refine, repeat and remember dance phrases. Perform dances clearly and fluently. Use dynamic and expressive qualities in relation to an idea. Describe, interpret and evaluate dance, using appropriate language.</p>	<p>Demonstrate the difference between sprinting and running over varying distances. Demonstrate different throwing techniques- underarm / overarm Jump for distance and height with greater control and balance. Take part in a relay, remembering when to run and what to do. Throw with some accuracy and power into a target area. Record my distances, numbers and times.(Maths link) Develop leadership skills- encourage and support younger children during competitive athletic activities . (Eg Sports day</p>	<p>Show confidence when taking part in a variety of activities in the water. (strokes, floats, submerging, water polo) Tread water for 30 seconds Without aids: Perform a feet first sculling action for 5 metres whilst horizontal on the back Swim a length or width of backstroke fluently Swim a length or width of front crawl fluently Swim a length or width of breaststroke fluently Introduce a simple rhythmical breathing technique for front crawl Perform a handstand and hold for a minimum of 3 seconds Demonstrate an action for getting help</p>
<p>Evaluation- Can watch and describe performances accurately. Is beginning to think about how they can improve their own work. Work with a partner or small group to improve their skills. Make suggestions on how to improve their work, commenting on similarities and differences.</p>				
<p>Healthy Lifestyles - Can describe the effect exercise has on the body and mind. Can explain the importance of exercise and a health</p>				