



Physical Education Curriculum



Early Years Foundation Stage

Physical Development

Birth to Three

- Lift their head while lying on their front.
- Push their chest up with straight arms.
- Roll over: from front to back, then back to front.
- Enjoy moving when outdoors and inside.
- Sit without support.
- Begin to crawl in different ways and directions.
- Pull themselves upright and bouncing in preparation for walking.
- Reach out for objects as co-ordination develops.
- Eat finger food and develop likes and dislikes.
- Try a wider range of foods with different tastes and textures.
- Lift objects up to suck them.
- Pass things from one hand to the other.
- Let go of things and hands them to another person, or drops them.
- Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.
- Clap and stamp to music.
- Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.
- Enjoy starting to kick, throw and catch balls.
- Build independently with a range of appropriate resources.
- Begin to walk independently – choosing appropriate props to support at first.
- Walk, run, jump and climb – and start to use the stairs independently.
- Spin, roll and independently use ropes and swings (for example, tyre swings).
- Sit on a push-along wheeled toy, use a scooter or ride a tricycle.
- Develop manipulation and control.
- Explore different materials and tools.
- Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
- Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.
- Learn to use the toilet with help, and then independently



<p>Three and Four year olds</p>	<ul 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. • 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 tooth brushing
<p>Children in Reception</p>	<ul style="list-style-type: none"> • 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. • Begin to form recognisable letters • Uses a pencil and holds it effectively. • 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 - tooth brushing - 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	Fine Motor Skills
Early Learning Goals	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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



Key Stage 1

Purpose of study

A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

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.

Year 1				
Basic Movement	Developing balance	Agility and Co-ordination	Team Games	Movement Patterns
<ul style="list-style-type: none"> • Move in a variety of ways in and out of cones and obstacles. • jump with both feet leaving the ground. • hop and skip • stop on command • sprint and run • jump for height • skip without a rope • Gallop 	<ul style="list-style-type: none"> • single balance and hold for 5 seconds • be able to balance on a piece of apparatus • perform a side roll. • climb on apparatus • line walk (e.g. follow a pre constructed line) • perform a point and patch balance 	<ul style="list-style-type: none"> • be able to throw and catch a ball of various size • perform over and under arm throwing. • roll a ball to an end target • kick a ball to a target • dribble a ball • balance a ball on a racket • perform a two handed strike with a racket and ball 	<ul style="list-style-type: none"> • be able to participate in a game with an opposing side. • be able to control a ball • use hands to control a ball with increasing accuracy • be able to play a game following a set of rules 	<ul style="list-style-type: none"> • dance to link in with learning theme • copy a dance pattern • move to a beat



Year 2

Basic Movement	Developing balance	Agility and Co-ordination	Team Games	Movement Patterns
<ul style="list-style-type: none"> • sprint and run in different directions • skip with a rope • side gallop • jump for distance • dodge 	<ul style="list-style-type: none"> • perform an individual and paired counter balance and counter tension balance and hold for 5 seconds. • balance on one foot • be able to balance on a piece of apparatus • side roll • climb on apparatus • bench walk 	<ul style="list-style-type: none"> • be able to throw and catch smaller balls and objects accurately • hit a ball with some accuracy using a bat or racket. • throw a bean bag into a given target • dribble a ball in and out of set of obstacles (this can be with feet, hockey sticks etc) 	<ul style="list-style-type: none"> • begin to understand the tactics for attacking and defending. • be able to control a ball within a game setting. • play a game with a set of rules and follow them • Play as part of a team • co-operate with team mates. • work as a team in order to score points • control a ball accurately • use both hands and feet in order to control a ball 	<ul style="list-style-type: none"> • move to a selection of beats • link a short series of dance sequences together • understand dance language