

Nursery
Building the foundations for PE

Physical education is taught through many aspects of the Early Years Curriculum; from developing fine motor skills e.g. pencil grip to exploring how they can move their bodies including how to keep our bodies healthy. This is established through a mixture of indoor and outdoor play opportunities as well as discrete PE lessons. Children have a plethora of opportunities to develop their fine and gross motor skills from developing independence when fastening a coat to exploring their Expressive Arts and Design skills using a range of tools. This enables children to build a healthy foundation and attitude for PE which will allow for greater success when they begin to access the National curriculum.

Physical	EAD	PSED
<ul style="list-style-type: none"> • Develop their movement, balancing, riding (scooters, tikes 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. • 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. • Increasingly be 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. 	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Respond to what they have heard, expressing their thoughts and feelings. 	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts • 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 toothbrushing.

<ul style="list-style-type: none"> • 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. 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. 		
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Reception
Building the foundations for PE

Physical education is taught through many aspects of the Early Years Curriculum; from developing fine motor skills e.g. pencil grip to exploring how they can move their bodies including how to keep our bodies healthy. This is established through a mixture of indoor and outdoor play opportunities as well as discrete PE lessons. Children have a plethora of opportunities to develop their fine and gross motor skills from developing independence when fastening a coat to exploring their Expressive Arts and Design skills using a range of tools. This enables children to build a healthy foundation and attitude for PE which will allow for greater success when they begin to access the National curriculum.

Physical	EAD	PSED
<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, coordination, 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 	<ul style="list-style-type: none"> • Create collaboratively, sharing ideas, resources and skills. • 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. 	<ul style="list-style-type: none"> • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Manage their own needs. • Personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of ‘screen time’ • having a good sleep routine

<p>confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <ul style="list-style-type: none"> • 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, coordination 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. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes 		
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National Curriculum		
Purpose	Aims	Attainment Target
<p>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</p>	<p>The National Curriculum for physical education aims to ensure that all pupils:</p>	<p>By the end of KS1, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study set out in the National Curriculum.</p>

<p>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.</p>	<ul style="list-style-type: none"> • 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 lifestyles 	
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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 cooperative 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 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.

Pupils will learn and develop:

Move (Motor Competence)	Solve (Rules, strategies and tactics)	Connect (Healthy Participation)
<ul style="list-style-type: none"> • Pupils have a secure repertoire of fundamental movement skills that form increasingly complex movement patterns within domain-specific contexts • High-quality instruction, purposeful practice and feedback are provided to develop and refine movement patterns • Pupils develop their declarative knowledge and procedural knowledge and have opportunities to 'perform' both forms of knowledge 	<ul style="list-style-type: none"> • Pupils can name and demonstrate increasingly complex tactical knowledge, knowledge of context-specific rules and know how to be successful across a range of activities and sports • High-quality instruction, purposeful practice and feedback are provided to develop and refine knowledge of rules, strategies and tactics 	<ul style="list-style-type: none"> • Pupils know and can show how to safely prepare and participate in increasingly specific contexts • Pupils know and can show the short-term and long-term impacts of sport and physical activity • High-quality instruction, purposeful practice and feedback are provided to develop and refine knowledge of healthy participation

Progression of skills					
Term	Theme	Year Group	Move (Motor Competence)	Solve (Rules, strategies and tactics)	Connect (Healthy Participation)
Autumn 1	Look, Run, Avoid	1	Moves safely and confidently. Changes speed. Changes direction.	Identifies space to move in to	Collaborates with their team-mates Can reflect on their learning and progress
		2	Moves safely and confidently in a variety of ways. Changes speed to evade opponents Changes direction to evade opponents	Identifies space to move in to Creative with methods used to evade opponents e.g. 2v1 Seeks additional challenge	Collaborates with their team-mates Shares their thoughts and strategies with a partner Can reflect on their learning and progress
	Throw, Prepare, Catch	1	Able to throw over and under arm. Explore a range of equipment Develop catching skills	Prepare body position to be able to catch an object Select the best type of throw for the activity	Works independently, in a pair or small group Shares their thoughts and ideas with others Is a respectful team-mate
		2	Develop a range of throwing techniques Explore and experiment with a range of equipment Develop catching skills with increasing accuracy	Prepare body position to be able to catch an object Alter technique to ensure accuracy Select the best type of throw for the activity	Works independently, in a pair or small group Shares their thoughts and ideas with others Is a respectful team-mate
Autumn 2	Agility, Balance, Coordination	1	Able to change direction and balance on a range of body parts	Looks to achieve their personal best Improves their performance based on feedback	Takes turns and plays fairly Is respectful towards other team-mates Encourages and supports their peers
		2	Able to change direction and speed with increasing accuracy Balance on a range of body parts Use two or more body parts at once	Looks to set challenges and achieve their personal best Solves problems created in a range of activities	Takes turns and plays fairly Is respectful towards other team-mates Encourages and supports their peers

Progression of skills					
Term	Theme	Year Group	Move (Motor Competence)	Solve (Rules, strategies and tactics)	Connect (Healthy Participation)
				Improves their performance based on feedback	
	Inspire, Create, Perform	1	Can link movements together in a sequence Use different actions, levels and pathways Performs movements with an increasing level of control and posture	Use different prompts to create ideas Can be creative with their movements	Shares ideas with a partner Can give feedback to others after a performance Encourages other students and builds confidence
		2	Can link movements together in a sequence Use different actions, levels and pathways Performs movements with good control and posture	Use different prompts to create ideas Can be creative with their movements Counts in time with the music	Shares ideas with a partner(s) Can give feedback to others after a performance Encourages other students and builds confidence
Spring 1	Jump, Shape, Create	1			
		2	The 'jump shape create' learning theme looks at the fundamentals of jumping and balance. It explores how the pupils can combine the two to create shapes, letters, words and even sentences with their bodies		
	Duel, Win, Lose	1	Reacts to the movement of an opponent Evades an opponent Tags an opponent	Identifies the movement of an opponent Identifies what they or their team have done well	Celebrates calmly as an individual Enjoys winning e.g. smiles Congratulates an opponent if they lose

Progression of skills					
Term	Theme	Year Group	Move (Motor Competence)	Solve (Rules, strategies and tactics)	Connect (Healthy Participation)
				Knows how to improve	
		2	Reacts quickly to the movement of an opponent Evades an opponent Tags an opponent with an increasing level of accuracy	Identifies the movement of an opponent Identifies what they or their team have done well Knows how to improve Trials new ideas	Celebrates calmly as an individual Enjoys winning e.g. smiles Congratulates an opponent if they lose
Spring 2	Hands, Feet, Equipment	1	I can perform / explore dribbling using hands I can perform / explore dribbling using feet I can perform / explore dribbling using equipment	I can show control to move objects into good spaces I can change direction when dribbling I can suggest tactics to solve problems when dribbling	I can collaborate with others to develop techniques I can share ideas on scoring systems and rewards I can reflect on my own and others' learning
		2	I can perform / explore dribbling using hands I can perform / explore dribbling using feet I can perform / explore dribbling using equipment	I can show control to move objects into good spaces I can change direction when dribbling to avoid defenders I can suggest and use tactics to solve problems when dribbling	I can collaborate with others to develop techniques I can share ideas on scoring systems and rewards I can reflect on my own and others' learning
	Strike, React, Rally	1	Send an object back and forth Use the correct amount of force when striking an object Use a range of equipment to rally with	Create and apply simple tactics Seeks additional challenge	Work together with a partner/team Discuss tactics with a partner Can identify strengths and areas for improvement
		2	Send an object back and forth with an increasing level of accuracy	Create and apply simple tactics Track the line of a ball/object	Work together with a partner/team Discuss tactics with a partner

Progression of skills					
Term	Theme	Year Group	Move (Motor Competence)	Solve (Rules, strategies and tactics)	Connect (Healthy Participation)
			Use the correct amount of force when striking an object Use a range of equipment to rally with	Seeks additional challenge	Can identify strengths and areas for improvement
Summer 1	Fair, Share, Dare	1			
		2			
	Target, Control, Combine	1	I can send an object accurately at a target I can show control when catching or receiving objects I can send and receive successfully with a partner	I can adapt power when sending objects to different targets I can move into a space to catch an object I can send and receive objects accurately	I can compete fairly against my peers I can show determination to try even if I fail I can communicate an plan effectively with others
		2	I can send an object accurately at a target I can show control when catching or receiving objects I can send and receive successfully with a partner	I can adapt power when sending objects to different targets I can move into an effective space to catch an object I can send and receive objects quickly and accurately	I can compete fairly against my peers I can show determination to try even if I fail I can communicate an plan effectively with others
Summer 2	Run, Throw, Jump	1	Uses arms and legs Uses a range of different jumping techniques Sends an object to a target	Plans their journey through the area Selects the right amount of energy when throwing	Shares ideas about their journeys Gives advice to a partner

Progression of skills

Term	Theme	Year Group	Move (Motor Competence)	Solve (Rules, strategies and tactics)	Connect (Healthy Participation)
	React, Roll, Retrieve	2	Uses arms and legs effectively Uses a range of different jumping techniques with an increasing level of accuracy Sends an object to a target consistently	Plans their journey through the area Chooses good areas to take off Selects the right amount of energy when throwing	Shares ideas about their journeys Works with a partner to cross a playing area Gives advice to a partner
		1	I can start, stop and move quickly I can roll a ball into space or at a target I can move to retrieve an object quickly	I use different movements depending on the task I can decide where is a good place to roll the ball I can decide how best to move to retrieve objects	I can follow rules of a game fairly I can take turns with a partner playing a game I can persevere when a task is tricky
		2	I can start, stop and move quickly I can roll a ball into space or at a target I can move to retrieve an object quickly	I can change how I move depending on the task I can decide where is a good place to roll the ball I can decide how best to move to retrieve objects	I can follow rules of a game fairly I can take turns with a partner playing a game I can persevere when a task is tricky