



## Laying the foundations for Physical Education in the Early Years by:

<p>Supporting children to:</p> <ul style="list-style-type: none"> <li>• Move with confidence and imagination.</li> <li>• Show an awareness of space for others.</li> <li>• Handle tools and objects with basic control</li> <li>• Have good fine motor control and coordination</li> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<p>Providing children with:</p> <ul style="list-style-type: none"> <li>• Music to match simple movements to</li> <li>• A weekly hall session where children can access a range of equipment and develop their gross motor skills and physical development.</li> <li>• Give children the opportunities to swing, climb, jump and travel in a variety of different ways using the equipment available in provision and also the large gym equipment in the hall.</li> <li>• Opportunities to develop skills and resources to challenge them when required.</li> </ul>
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## Strand 1: Games

Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> <li>• Throw a ball underarm.</li> <li>• Roll a ball or a hoop.</li> <li>• Hit a ball with a bat.</li> <li>• Move and stop and move to catch or collect.</li> <li>• Decide where to stand to make a game difficult for the other team</li> </ul>	<ul style="list-style-type: none"> <li>• Use the terms 'opponent' and 'teammate' when playing games.</li> <li>• Use rolling, hitting and kicking skills in games.</li> <li>• Decide on the best position to be in during a game.</li> <li>• Develop some tactics for the game I am playing.</li> </ul>	<ul style="list-style-type: none"> <li>• Throw and catch a ball with control and accuracy.</li> <li>• Strike a ball and field with control.</li> <li>• Have a range of throwing techniques (underarm, overarm)</li> <li>• Throw with accuracy to hit a target.</li> <li>• Choose the appropriate tactics to cause a problem for the opposition.</li> <li>• Follow rules in a game.</li> <li>• Keep possession of a ball (feet, hockey stick, hands).</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of techniques to pass.</li> <li>• Work with my team or alone to gain possession of the ball.</li> <li>• Strike a bowled ball.</li> <li>• Show Increased accuracy when throwing for distance.</li> <li>• Use forehand and backhand when playing racquet games.</li> <li>• Choose the most appropriate tactics in a game.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of shots and strokes to strike a ball.</li> <li>• Strike a ball on the volley.</li> <li>• Use tactics and follow rules.</li> <li>• Plan an approach to attacking and defending.</li> <li>• Adapt skills to different situations</li> <li>• Know and follow event rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose, combine and perform skills more fluently and effectively in invasion, striking and net games.</li> <li>• Develop consistency of actions across a number of events.</li> <li>• Choose and apply a range of tactics and strategies for defence and attack.</li> <li>• Use these tactics and strategies consistently in similar games.</li> </ul>

## Strand 2: Dance

Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> <li>• Perform some dance moves.</li> <li>• Put moves together to make a short dance.</li> <li>• Show rhythm in a dance.</li> <li>• Choose the best movements to show different ideas.</li> <li>• Move carefully with control.</li> <li>• Use space safely</li> </ul>	<ul style="list-style-type: none"> <li>• Perform dance actions with control and co-ordination.</li> <li>• Link two or more actions together to make a sequence.</li> <li>• Remember and repeat dance movements.</li> <li>• Choose the best movements to communicate a mood or feeling.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise with ideas and movements.</li> <li>• Use dance movements communicate an idea.</li> <li>• Refine movements into sequences.</li> <li>• Dance movements are clear and fluent.</li> <li>• Recognize that dance can express a variety of things</li> </ul>	<ul style="list-style-type: none"> <li>• Show creativity and imagination in composing dances.</li> <li>• Perform expressively.</li> <li>• Movements are controlled and express emotion or feeling.</li> </ul>	<ul style="list-style-type: none"> <li>• Refine dances with style and artistic intention.</li> <li>• Match dance moves to the mood of the accompanying music.</li> <li>• Choose own dance steps or movements and develop them.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate different ways of balancing as an individual or as a pair.</li> <li>• Explore, improvise and combine movement ideas fluently and effectively.</li> <li>• Create and structure motifs, phrases, sections and whole dances.</li> </ul>

**Strand 3: Agility (developed through gymnastics & athletic activities)**

Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> <li>• Show control and coordination when travelling or balancing.</li> <li>• Choose which actions to make.</li> <li>• Copy and repeat sequences</li> <li>Travel in lots of ways including rolling and balancing using feet</li> <li>• Climb equipment safely.</li> <li>• Use stretch and curls to make body shapes</li> <li>• Evaluate my own and others' work and suggest ways of making improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Plan sequences of movements.</li> <li>• Show contrasts such as small/tall, straight/curved and wide/narrow.</li> <li>• Body movements are controlled.</li> <li>• Balance on different points of the body</li> <li>• Evaluate my own and others' work and suggest ways of making improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Plan, perform and repeat sequences</li> <li>• Sequences include changes in speed and level.</li> <li>• Sprint over a short distance.</li> <li>• Run over a longer distance, conserving energy.</li> <li>• Jump in a number of ways, sometimes using a short run-up</li> <li>• Improve strength and suppleness by practicing stretches and shapes.</li> <li>• Demonstrate balance and control in body shapes .</li> <li>• Evaluate my own and others' work and suggest ways of making improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Make complex sequences that include changes in direction, level and speed.</li> <li>• Choose the best pace for running.</li> <li>• Control take-off and landing when jumping.</li> <li>• Combine running and jumping with skill</li> <li>• Combine actions, shapes and balances in gymnastic performance.</li> <li>• Movements are clear, accurate and consistent.</li> <li>• Evaluate my own and others' work and suggest ways of making improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Show accurate control, speed, strength and stamina in athletics.</li> <li>• Link and adapt actions together into a well-timed sequence.</li> <li>• Body movements include very controlled balances, shapes, levels and actions.</li> <li>• Understand that strength and suppleness are both important in gymnastic performances.</li> <li>• Practice and perform with control.</li> <li>• Evaluate my own and others' work and suggest ways of making improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Perform different actions including body shapes, balances, and rolls and travelling movements fluently and show good extension and body tension.</li> <li>• Develop gymnastic sequences by understanding, choosing and applying a range of compositional principles.</li> <li>• Evaluate my own and others' work and suggest ways of making improvement</li> </ul>

**Strand 5: Outdoors and Adventurous Activities**

Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> <li>• Follow a sketch map of known places</li> <li>• Use plans and diagrams to get from one place to another.</li> <li>• Solve problems or challenges outdoors.</li> <li>• Work and behave safely outdoors</li> <li>• Can discuss with others how to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps and diagrams to orientate themselves</li> <li>• Adapt actions to changing situations (e.g. weather).</li> <li>• With others, plan careful responses to challenges or problems</li> </ul>	<ul style="list-style-type: none"> <li>• Is careful but confident in unfamiliar environments.</li> <li>• Use senses to assess risks and adapt plans accordingly.</li> <li>• Prepare well by considering safety first</li> <li>• Plan with others, seeking advice.</li> </ul>	<ul style="list-style-type: none"> <li>• Use developed and refined orienteering and problem-solving skills when working in groups or alone.</li> <li>• Decide upon an approach to use to meet challenges set.</li> <li>• Adapt skills and understanding as they move from a familiar into an unfamiliar environment.</li> </ul>

**Strand 6: Swimming**

Milestone 1 – by the end of Y4	Milestone 2 – by the end of Y6
<ul style="list-style-type: none"> <li>• Can join in water activities at the pool, put their head in the water and explores different ways of moving in water.</li> <li>• With help can swim up to 20 metres with floats and up to 5 metres without floats.</li> <li>• Can swim up to 20 metres using arms and legs to move.</li> <li>• Can use one basic stroke to swim, breathing properly.</li> <li>• Arms and legs are co – ordinated and a controlled leg kick is demonstrated using floats</li> </ul>	<ul style="list-style-type: none"> <li>• Can swim between 25 and 50 metres.</li> <li>• Can describe different swimming strokes.</li> <li>• Use more than one swimming stroke including using front crawl and back stroke styles confidently.</li> <li>• Breathing is co - ordinated with the stroke I am using.</li> <li>• Swimming uses arms and legs in a confident and coordinated manner.</li> <li>• Can describe personal survival skills</li> </ul>