



## Intent

- To develop and refine gross motor skills in order to take part in a range of physical activities successfully.
- To develop and refine fine motorskills in order to manipulate smaller tools successfully.
- To move regularly in order to build stamina.
- To experience a variety of physical activities.
- To identify the physical activities they enjoy more than others.
- To begin to understand the benefits for both body and mind that physical activity brings.
- To have the opportunity to engage in competitive sports, winning and losing graciously.
- To be given the opportunity to experience live sporting events.

	Curriculum	Knowledge	Skills	Vocabulary
F1	<p><b>Development Matters</b> <b>3 &amp; 4 year olds</b></p> <ul style="list-style-type: none"> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Show a preference for a dominant hand.</li> <li>• Start eating independently, learning to use a knife and fork.</li> <li>• Be increasingly independent as they get dressed and undressed, coats on, zips up.</li> </ul> <p><b>Autumn 1</b></p> <ul style="list-style-type: none"> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> </ul> <p><b>Autumn 2</b></p> <ul style="list-style-type: none"> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> </ul> <p><b>Spring 1</b></p> <ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl,</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to hold scissors to make snips in paper.</li> <li>• To know how to hold a pencil/pen.</li> <li>• To know how to put their coat on.</li> <li>• To know how to pull up a zip.</li> <li>• To know how to brush their teeth.</li> <li>• To know how to wash and dry their hands.</li> <li>• To know the healthy choices available.</li> </ul> <p><b>Autumn 1</b></p> <ul style="list-style-type: none"> <li>• To know how to move their body in different ways – skip, hop, balance on one leg.</li> </ul> <p>• To know how to copy movements.</p> <p><b>Autumn 2</b></p> <ul style="list-style-type: none"> <li>• To know how to move their body in different ways – skip, hop, balance on one leg.</li> <li>• To know how to use their legs to move on a scooter.</li> <li>• To know which movement would be best for different tasks.</li> </ul> <p><b>Spring 1</b></p> <ul style="list-style-type: none"> <li>• To know how to move their legs to pedal a bike or trike.</li> <li>• To know how to balance.</li> <li>• To know how to move their arms to make large movements – up and down, round in a circle.</li> </ul> <p><b>Spring 2</b></p>	<ul style="list-style-type: none"> <li>• To be able to hold a pair of scissors.</li> <li>• To be able to hold a pencil in a tripod grip.</li> <li>• To be able to put their coat on, help them initially and then encourage them to do it independently.</li> <li>• To be able to put the zip in the correct position and pull up.</li> <li>• To be able to brush teeth. (having teeth and brushes in the role play area, out during continuous provision.)</li> <li>• To be able to use soap and water to wash hands and dry them carefully.</li> <li>• To be able to start to make healthy choices.</li> </ul> <p><b>Autumn 1</b></p> <ul style="list-style-type: none"> <li>• To be able to push their foot along the ground and balance on their other foot.</li> <li>• To be able to balance and hold a pose for a few seconds.</li> <li>• To be able to move their bodies in different ways.</li> <li>• To be able to copy a set of movements.</li> <li>• To move in time to music.</li> </ul> <p><b>Autumn 2</b></p> <ul style="list-style-type: none"> <li>• To be able to push their foot along the ground and balance on their other foot.</li> <li>• To be able to balance and hold a pose for a few seconds.</li> </ul>	<p>Movement, balance, riding, scooters, trikes, bikes, steps, foot, skip, hop, up, down, round, copy, scissors, snip, pen, pencil, zip, brush, teeth, toothpaste, wash, dry, soap, hands, healthy choices.</p>

	<p>walk or run across a plank, depending on its length and width.</p> <p><b>Spring 2</b></p> <ul style="list-style-type: none"> <li>Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>Start taking part in some group activities which they make up for themselves, or in teams</li> </ul> <p><b>Summer 1</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Summer 2</b></p> <ul style="list-style-type: none"> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>Start taking part in some group activities which they make up for themselves, or in teams</li> </ul> <p>Be increasingly independent in meeting their own care needs eg, brushing teeth, using the toilet, hand washing.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p>3 and 4 years statements from Development Matters 2021</p> <p>(Physical Development)</p> <p>(Personal, Social and Emotional Development)</p>	<ul style="list-style-type: none"> <li>To know to move one foot to one step and move the other foot up to the next step.</li> </ul> <p><b>Summer 1</b></p> <ul style="list-style-type: none"> <li>To know which movement would be best for different tasks.</li> <li>To know how to move their body in different ways – skip, hop, balance on one leg.</li> <li>To know how to copy movements.</li> </ul> <p><b>Summer 2</b></p> <ul style="list-style-type: none"> <li>To know how to move their body in different ways – skip, hop, balance on one leg.</li> <li>To know which movement would be best for different tasks.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to use both feet together to pedal and steer the bike.</li> <li>To be able to decide which way of moving would be best to complete a task.</li> </ul> <p><b>Spring 1</b></p> <ul style="list-style-type: none"> <li>To be able to use both feet together to pedal and steer the bike.</li> <li>To be able to push their foot along the ground and balance on their other foot.</li> <li>To be able to make large movements with their arms.</li> </ul> <p><b>Spring 2</b></p> <ul style="list-style-type: none"> <li>To be able to use alternate feet to climb steps and stairs. (climbing frame and continuous provision)</li> </ul> <p><b>Summer 1</b></p> <ul style="list-style-type: none"> <li>To be able to decide which way of moving would be best to complete a task.</li> <li>To be able to push their foot along the ground and balance on their other foot.</li> <li>To be able to balance and hold a pose for a few seconds.</li> <li>To be able to copy a set of movements.</li> </ul> <p><b>Summer 2</b></p> <ul style="list-style-type: none"> <li>To be able to decide which way of moving would be best to complete a task.</li> <li>To be able to push their foot along the ground and balance on their other foot.</li> <li>To be able to balance and hold a pose for a few seconds.</li> </ul>	
	Curriculum	Knowledge	Skills	Vocabulary
F2	<p><b>Children in Reception</b></p> <ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>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.</li> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools:</li> </ul>	<p><b>Health and fitness</b></p> <ul style="list-style-type: none"> <li>To know when movements are sustained you can become out breath.</li> <li>To know that being active is good for you.</li> <li>To begin to know what makes a healthy lifestyle e.g. sweets/fruit, going to bed on time, Fizzy drink/water, screen time.</li> <li>To know they can make healthy choices.</li> </ul> <p><b>Acquiring and developing skills</b></p> <ul style="list-style-type: none"> <li>To know how to hold a pencil correctly.</li> <li>To know how to hold scissors correctly.</li> <li>To know how to hold a knife and fork correctly.</li> </ul>	<p><b>Health and fitness</b></p> <ul style="list-style-type: none"> <li>To be able to continue with movement until feeling out of breath.</li> <li>To be able to make healthy choices.</li> </ul> <p><b>Acquiring and developing skills</b></p> <ul style="list-style-type: none"> <li>To be able to move and rotate lower arms and wrists independently.</li> <li>To be able to move hands and fingers without moving shoulders.</li> <li>To develop their hand/eye coordination.</li> <li>To be able to sit with good posture at a table.</li> <li>To be able to sit upright and unsupported on the floor.</li> </ul>	<p><b>Health and fitness</b></p> <p>Heart beat, breath, breathing, healthy, hot, choice, unhealthy</p> <p><b>Acquiring and developing skills</b></p> <p>Grip, rotate, left hand, right hand, posture, penci, scissors, crayon, paintbrush, tools, road safety, space, straight, front, wash, wipe, soap.</p>

	<p>pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <ul style="list-style-type: none"> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Combine different movements with ease and fluency.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• Develop overall body-strength, balance, co-ordination and agility.</li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>• Further develop the skills they need to manage the school day successfully: lining up, queuing and mealtimes.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> </ul> <p>Reception statements from Development Matters 2021</p> <p>(Physical Development)</p> <p>(Expressive Art and Design)</p> <ul style="list-style-type: none"> <li>• 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, being a safe pedestrian.</li> <li>• Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene (routines and structures)</li> </ul>	<ul style="list-style-type: none"> <li>• To know what the correct posture for sitting at a table is.</li> <li>• To know how to keep themselves safe (road safety)</li> </ul> <p><b><u>Movement and dance</u></b></p> <ul style="list-style-type: none"> <li>• To know bodies can be moved in different ways e.g. rolling, crawling, walking, jumping, running, hopping, skipping (without a rope), climbing.</li> <li>• To know they can change direction when moving.</li> <li>• To know that they can control their own body.</li> <li>• To know what fluency, control and grace looks like. (watching video clips)</li> </ul> <p><b><u>Games</u></b></p> <ul style="list-style-type: none"> <li>• To know that when using a ball they need to keep watching the ball.</li> <li>• To know what a chest pass is.</li> <li>• To know how to catch a ball i.e. looking, hands out ready, catch and bring to chest.</li> <li>• To know how to hold a bat correctly.</li> </ul> <p><b><u>Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>• To know what their core muscles are.</li> <li>• To know how to engage core muscles to perform specific movements.</li> <li>• To know how to use large apparatus safely.</li> <li>• To know how to land safely with bent knees when jumping.</li> <li>• To know how to lift equipment safely using bent knees and straight back.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to move tools (pencil, scissors, crayon, paintbrush) with control.</li> <li>• To be able to copy patterns with tools.</li> <li>• To be able to line up successfully.</li> <li>• To be able to manage their own personal hygiene.</li> <li>• To be able to take turns with an activity.</li> </ul> <p><b><u>Evaluation and self improvement</u></b></p> <ul style="list-style-type: none"> <li>• To be able to talk about what they have done.</li> <li>• To be able to describe what other children have done.</li> </ul> <p><b><u>Movement and dance</u></b></p> <ul style="list-style-type: none"> <li>• To be able to move their body in different ways e.g. rolling, crawling, walking, jumping, running, hopping, skipping (without a rope), climbing.</li> <li>• To be able to change direction when moving.</li> <li>• To be able to adjust speed when moving (walk, jog, run)</li> <li>• To be able to describe movement and directionality (up, down, side to side).</li> <li>• To be able to copy a set of movements demonstrated by the teacher including a beginning and end movement.</li> <li>• To be able to balance and hold a pose (balance and stillness)</li> </ul> <p><b><u>Games</u></b></p> <ul style="list-style-type: none"> <li>• To be able to throw a ball using a chest pass.</li> <li>• To be able to catch a ball using both hands.</li> <li>• To be able to hold a bat correctly.</li> <li>• To be able to use equipment to connect with a ball.</li> <li>• To be able to participate in a team game involving a ball (relay games, over under passing)</li> </ul> <p><b><u>Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>• To be able to spin, rock, bounce, tilt, fall and slide safely.</li> <li>• To be able to move along large apparatus with care and confidence.</li> </ul>	<p><b><u>Evaluation and self improvement</u></b></p> <p>Like, do not like, good, better</p> <p><b><u>Movement and dance</u></b></p> <ul style="list-style-type: none"> <li>• rolling, crawling, walking, jumping, running, hopping, skipping, climbing, up, down, side to side, copy, balance, grace, control, walk, jog, run</li> </ul> <p><b><u>Games</u></b></p> <p>Catch, hands, watch, throw, chest pass, bat, hit, swing, pat, tap, game, pass, over, under, rules, win, lose</p> <p><b><u>Gymnastics</u></b></p> <p>spin, rock, bounce, tilt, fall, slide, core, muscles, strong core, sleepy core.</p>
	Curriculum	Knowledge	Skills	Vocabulary
Year 1	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns.</li> </ul>	<p><b><u>Health and fitness</u></b></p> <ul style="list-style-type: none"> <li>• To know what happens to their body before, during and after activity.</li> <li>• To know warming up and cooling down are important before and after activity.</li> <li>• To know how to handle PE equipment correctly.</li> </ul> <p><b><u>Movement and dance</u></b></p> <ul style="list-style-type: none"> <li>• To know the beat and rhythm they are moving to.</li> </ul>	<p><b><u>Health and fitness</u></b></p> <ul style="list-style-type: none"> <li>• To be able to describe how their body feels before, during and after activity.</li> <li>• To be able to exercise safely.</li> <li>• To be able to handle PE equipment correctly.</li> </ul> <p><b><u>Acquiring and developing skills</u></b></p> <ul style="list-style-type: none"> <li>• To be able to move with control and care.</li> </ul>	<p><b><u>Health and fitness</u></b></p> <p>Heart rate, increase, decrease, air, breathing, faster, slower</p> <p><b><u>Acquiring and developing skills</u></b></p> <p>Sequence, careful, control, coordination</p> <p><b><u>Movement and dance</u></b></p>

		<ul style="list-style-type: none"> <li>• To know that people move to music in different ways. (video clips)</li> <li>• To know what level and speed are and that these can be changed.</li> <li>• To know some simple popular dance routines (e.g. birdy song, oops upside your head, conga)</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>• To know the different ways of throwing a ball. (overarm, underarm)</li> <li>• To know the rules of a simple game.</li> <li>• To know that it is easier to maintain control with gentle small movements.</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• To know when they are tense they would clench hands and feet and lock knees/elbows.</li> <li>• To know the faster they move the less control they have.</li> <li>• To know how to climb up and down apparatus (e.g. one foot, feet together, moving hands, coming down backwards, feeling with feet.)</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• To know when jumping they can land on one foot or two.</li> <li>• To know they can change pace and speed when moving.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to copy, remember and repeat a sequence of actions.</li> </ul> <p><b><u>Movement and dance</u></b></p> <p>To be able to copy dance moves. To be able to copy a short dance. To be able to move freely in response to music. To be able to change level, speed, rhythm and direction when moving.</p> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>• To be able to hit a ball with a bat in a specific direction.</li> <li>• To be able to throw in different ways (two handed throws).</li> <li>• To be able to use hitting, kicking and/or rolling in a game.</li> <li>• To be able to follow the rules of a simple game.</li> <li>• To be able to travel with a ball showing some level of control.</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• To be able to make their body tense, relaxed, curled and stretched.</li> <li>• To be able to control their body when travelling.</li> <li>• To be able to control their body when balancing.</li> <li>• To be able to climb safely up and down.</li> <li>• To be able to show a sequence of movements.</li> </ul> <p><b><u>Evaluation and self improvement</u></b></p> <ul style="list-style-type: none"> <li>• To be able to describe what other children have done.</li> <li>• To be able to say how they can improve their movements.</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• To be able to run with varying pace and speed.</li> <li>• To be able to jump in different ways. (e.g. two feet to two feet, one foot to one foot.)</li> </ul>	<p>Dance, imagination, level, speed, rhythm, direction</p> <p><b>Games</b></p> <p>Hit, strike, overarm, underarm, rules, aim, direction.</p> <p><b>Gymnastics</b></p> <p>Climb, apparatus, tense, relaxed, curled, stretched</p> <p><b><u>Evaluation and self improvement</u></b></p> <p>Improve, like, do not like, good, better</p> <p><b>Athletics</b></p> <p>Pace, speed, change</p>
Year 2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns.</li> </ul>	<p><b><u>Health and fitness</u></b></p> <ul style="list-style-type: none"> <li>• To know how to move P.E. equipment correctly and safely.</li> <li>• To know what their body needs to be healthy. (Sleep, water, balanced diet, exercise)</li> </ul> <p><b><u>Movement and dance</u></b></p> <ul style="list-style-type: none"> <li>• To know the rhythm, speed and direction they are moving to and how these can be changed.</li> <li>• To know different moods and how people feel.</li> </ul> <p><b>Games</b></p>	<p><b><u>Health and fitness</u></b></p> <ul style="list-style-type: none"> <li>• To be able to handle PE equipment correctly.</li> <li>• To be able to explain what their body needs to keep healthy.</li> </ul> <p><b><u>Acquiring and developing skills</u></b></p> <ul style="list-style-type: none"> <li>• To be able to copy and remember actions.</li> <li>• To be able to repeat and explore actions with control and coordination.</li> </ul> <p><b><u>Evaluation and self improvement</u></b></p>	<p><b><u>Health and fitness</u></b></p> <p>Heart rate, oxygen, blood, pump</p> <p><b><u>Acquiring and developing skills</u></b></p> <p>Agility</p> <p><b><u>Evaluation and self improvement</u></b></p> <p>Develop, prefer, difference between</p> <p><b><u>Movement and dance</u></b></p>

		<ul style="list-style-type: none"> <li>• To know the direction of their arm is the direction the ball will go in.</li> <li>• To know you can use one hand to throw the ball.</li> <li>• To know they need to keep their eye on the ball and hit/strike it in a specific direction.</li> <li>• To know the bounce of the ball needs to be half way between two people.</li> <li>• To know the different ways of passing a ball – throwing, kicking</li> <li>• To know where they need to stand/ move within a game to be part of a team to cover the whole space.</li> <li>• To know the rules of the game they are playing.</li> <li>• To know and understand why tactics are needed in games.</li> <li>• To know how to work as a team.</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• To know how to copy and remember actions to create a sequence.</li> <li>• To know how to hold a shape when balancing, strong core.</li> <li>• To know how to jump across and over apparatus, gymnast starting pose, use strong core and finish with gymnast pose.</li> <li>• To know how to use the apparatus safely, land with soft/bent knees.</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• To know which pace to use for different races.</li> <li>• To know how to complete an obstacle course.</li> <li>• To know they can jump from one foot to one foot, one foot to the opposite foot.</li> <li>• To know they need to use their arms to balance and land with bent knees.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to talk about what is different between what they did and someone else did.</li> <li>• To be able to say how they can improve their movements.</li> </ul> <p><b><u>Movement and dance</u></b></p> <ul style="list-style-type: none"> <li>• To be able to change rhythm, speed and direction.</li> <li>• To be able to dance with control and coordination.</li> <li>• To perform a sequence by linking sections together.</li> <li>• To be able to link movement to show a mood or feeling.</li> </ul> <p><b><u>Games</u></b></p> <ul style="list-style-type: none"> <li>• To be able to hit a ball with a racket in a specific direction.</li> <li>• To be able to throw in different ways (one handed throws).</li> <li>• To be able to strike a ball with increasing control.</li> <li>• To be able to position their body to strike a ball.</li> <li>• To be able to bounce a ball with a partner.</li> <li>• To be able to pass a ball in different ways.</li> <li>• To be able to stay in a zone during a game.</li> <li>• To begin to choose and use the best space during a game.</li> <li>• To be able to understand the importance of rules in games.</li> <li>• To be able to learn tactics for attacking and defending.</li> <li>• To be able to participate in team games.</li> </ul> <p><b><u>Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>• To be able to copy, explore and remember actions and movements to create own sequence.</li> <li>• To be able to hold a shape whilst balancing on different parts of the body.</li> <li>• To be able to jump in a variety of ways (straight jump, tuck jump, star jump) and land with increasing control and balance.</li> <li>• To be able to climb onto and jump off the equipment safely.</li> </ul> <p><b><u>Athletics</u></b></p> <ul style="list-style-type: none"> <li>• To be able to run at different paces, describing the paces.</li> <li>• To be able to select the most suitable pace and speed for distance.</li> <li>• To be able to complete an obstacle course.</li> <li>• To be able to jump in different ways. (e.g. one foot to one foot, one foot to opposite foot)</li> </ul>	<p>Control, coordination, sequence, mood, feeling</p> <p><b><u>Games</u></b></p> <p>Positioning, zone, tactics</p> <p><b><u>Gymnastics</u></b></p> <p>Sequence, balance, straight jump, tuck jump, star jump</p> <p><b><u>Athletics</u></b></p> <p>Distance, obstacle course,</p>
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			<ul style="list-style-type: none"><li>• <i>To be able to jump for distance from a standing position with accuracy and control.</i></li></ul>	
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