

# Physical Education

## General Skills (e.g. evaluating and improving health and fitness etc.)

Pre-nurse	Nursery	Reception	ELG	Year 1	Year 2	Mastery & Greater Depth
<ul style="list-style-type: none"> <li>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. (PD)</li> </ul>	<ul style="list-style-type: none"> <li>Select and use activities and resources, with help when needed. (PSED)</li> <li>Increasingly follow rules, understanding why they are important. (PSED)</li> <li>Do not always need an adult to remind them of a rule. (PSED)</li> <li>Choose the right resources to carry out their own plan. (PD)</li> <li>Collaborate with others to manage large items, such as moving a long plank safely. (PD)</li> <li>Show a preference for a dominant hand. (PD)</li> <li>Be increasingly independent as they get dressed and undressed. (PD)</li> <li>Respond to what they have heard, expressing thoughts and feelings. (EAD)</li> </ul>	<ul style="list-style-type: none"> <li>Manage their own needs. (PSED)</li> <li>Know and talk about the different factors that support overall health and wellbeing. (PD)</li> </ul>	<ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of a new challenge. (PSED)</li> <li>Explain the reasons for rules, knowing right from wrong and to behave accordingly. (PSED)</li> <li>Manage their own basic hygiene and personal needs, including dressing. (PSED)</li> <li>Work and play cooperatively and take turns with others. (PSED)</li> </ul>	<ul style="list-style-type: none"> <li>Talks about what they have done.</li> <li>Describes what other people did.</li> <li>Describes how their body feels during different activities.</li> </ul>	<ul style="list-style-type: none"> <li>Talks about what is different between what they did and what someone else did.</li> <li>Shows how they can improve.</li> <li>Shows how to exercise safely.</li> <li>Explains what their body needs to keep healthy.</li> </ul>	<ul style="list-style-type: none"> <li>Explains how what they did and what someone else did differs.</li> <li>With help, recognises how performances can be improved.</li> <li>Identifies some muscle groups used in some gymnastic activities.</li> </ul>

## Dance

<ul style="list-style-type: none"> <li>Respond emotionally and physically to music when it changes. (EAD)</li> <li>Move and dance to music. (EAD)</li> <li>Clap and stamp to music. (PD)</li> </ul>	<ul style="list-style-type: none"> <li>Use large muscular movements to wave flags and streamers, paint and make marks. (PD)</li> <li>Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. (PD)</li> </ul>	<ul style="list-style-type: none"> <li>Revise the fundamental movement skills they have already acquired, rolling, crawling, walking, jumping, running, hopping, skipping and climbing. (PD)</li> <li>Progress towards a more fluent style of moving, with developing control and grace. (PD)</li> <li>Develop overall body strength, balance, coordination and agility. (PD)</li> <li>Combine different movements with ease and fluency. (PD)</li> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings. (EAD)</li> <li>Create collaboratively, sharing ideas, resources and skills. (EAD)</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses. (EAD)</li> <li>Watch and talk about dance and performance art. Expressing their feelings and responses. (EAD)</li> <li>Explore and engage in music making and dance, performing solo or in groups. (EAD)</li> </ul>	<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others. (PD)</li> <li>Demonstrate strength, balance and coordination when playing. (PD)</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (PD)</li> <li>Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music. (EAD)</li> </ul>	<ul style="list-style-type: none"> <li>Explores basic body actions.</li> <li>Explores movement skills and creates movement patterns in response to stimuli.</li> <li>Responds to different stimuli, copies and explores basic body actions and movement patterns.</li> <li>Recognises how their body feels when still and when exercising.</li> <li>Observes performances and says why they like / dislike it.</li> <li>Creates, practices and repeats their own movement phrases with a beginning, middle and end.</li> <li>Evaluates their movement phrases using dancing vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Discusses different stimuli and explores ideas, moods and feelings to extend their movement phrase.</li> <li>Recognises the need for warm up and cool down.</li> <li>Discusses why they like a performance and suggests improvements.</li> <li>Creates short dance phrases that express an idea, mood or feeling, with control, coordination and spatial awareness.</li> <li>Evaluates dance phrases with emphasis on their feelings.</li> <li>Communicates different moods, feelings and ideas through dance with an awareness of the expressive qualities of dance.</li> <li>Creates, repeat and perform short dances from a prompt.</li> </ul>	<ul style="list-style-type: none"> <li>Explored a range of actions and movements to create simple motifs and compose simple dances.</li> <li>Recognises and describes dances involving simultaneous and complimentary movements.</li> <li>Responds imaginatively to different stimuli using dance language and creative movements.</li> <li>Extends their effort in their dances and perform with a good level of fluency.</li> <li>Works independently, with a partner or in a small group.</li> <li>Participates in warm up and cool down activities.</li> <li>Learns, practices and performs dance phrases with physical control, expression and an awareness of other performers.</li> </ul>
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## Gymnastics

<ul style="list-style-type: none"> <li>Gradually gain control of their whole body through continual practice of large movements such as waving, kicking, rolling, crawling and walking. (PD)</li> <li>Walk, run, jump and climb- and start to use stairs independently. (PD)</li> <li>Spin, roll and independently use ropes and swings. (PD)</li> <li>Sit on a push along toy, use a scooter or ride a trike. (PD)</li> </ul>	<ul style="list-style-type: none"> <li>Go up steps and stairs, or climb up apparatus, using alternate feet. (PD)</li> <li>Skip, hop and stand on one leg and hold a pose for a game like musical statues. (PD)</li> <li>Match their developing physical skills to tasks and activities in the setting. For example, deciding whether to run or walk across a plank of wood depending on its width. (PD)</li> </ul>	<ul style="list-style-type: none"> <li>Revise the fundamental movement skills they have already acquired, rolling, crawling, walking, jumping, running, hopping, skipping and climbing. (PD)</li> <li>Progress towards a more fluent style of moving, with developing control and grace. (PD)</li> <li>Develop overall body strength, balance, coordination and agility. (PD)</li> <li>Combine different movements with ease and fluency. (PD)</li> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings. (EAD)</li> <li>Create collaboratively, sharing ideas, resources and skills. (EAD)</li> </ul>	<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others. (PD)</li> <li>Demonstrate strength, balance and coordination when playing. (PD)</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (PD)</li> </ul>	<ul style="list-style-type: none"> <li>Performs basic actions using changes in speed and direction, including travelling, rolling, jumping and climbing and stay still when required.</li> <li>Shows good awareness of space, apparatus and the actions of others.</li> <li>Links and repeats basic actions to copy or create and perform a movement phrase with a beginning, middle and end.</li> <li>Knows the difference between tension and relaxation in their body.</li> <li>Carries and sets up equipment safely, with help.</li> </ul>	<ul style="list-style-type: none"> <li>Performs basic gymnastic actions with control and coordination.</li> <li>Repeats a sequence of gymnastic actions incorporating smooth transitions and stillness.</li> <li>Creates and perform a short sequence with clear beginning, middle and end, then adapts to include apparatus and / or partner.</li> <li>Describes the differences in the way their body works and feels when performing gymnastics.</li> <li>Handles apparatus safely and recognises risks involved.</li> <li>Uses appropriate language to accurately describe a gymnastic sequence, choosing one aspect and say how to improve it.</li> </ul>	<ul style="list-style-type: none"> <li>Performs combinations of gymnastic actions using floor, mats and apparatus.</li> <li>Adapts a gymnastic sequence to include different levels, speeds or directions.</li> <li>Recognises that strength and flexibility are important parts of fitness.</li> </ul>
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## Games

<ul style="list-style-type: none"> <li>Enjoy starting to kick, throw and catch balls. (PD)</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding and ball skills. (PD)</li> <li>Skip, hop and stand on one leg and hold a pose for a game like musical statues. (PD)</li> <li>Start taking part in some group activities which they make up for themselves, or in teams. (PD)</li> <li>Show a preference for a dominant hand. (PD)</li> </ul>	<ul style="list-style-type: none"> <li>Revise the fundamental movement skills they have already acquired, rolling, crawling, walking, jumping, running, hopping, skipping and climbing. (PD)</li> <li>Progress towards a more fluent style of moving, with developing control and grace. (PD)</li> <li>Confidently use a range of small and large apparatus indoors and outdoors, alone and in a group. (PD)</li> </ul>	<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others. (PD)</li> <li>Demonstrate strength, balance and coordination when playing. (PD)</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (PD)</li> </ul>	<ul style="list-style-type: none"> <li>Uses basic underarm, rolling and hitting skills accurately.</li> <li>Hits and kicks a ball in a variety of ways.</li> <li>Tracks intercepts, stops and catches balls and small equipment consistently.</li> <li>Describes some basic rules and simple tactics including attacking and defending, and the way to score.</li> <li>Shows good awareness of space and the actions of others.</li> <li>Competes in team games.</li> <li>Knows playing games is good for them and describes what it feels like.</li> <li>Begins to understand the importance of warming up.</li> </ul>	<ul style="list-style-type: none"> <li>Performs basic techniques of catching and throwing to a good level of consistency when moving and standing still.</li> <li>Performs basic skills of rolling, striking and kicking with control.</li> <li>Uses and applies a variety of simple tactics.</li> <li>Shows an awareness of opponents and team mates during games.</li> <li>Describes the differences in the way their body works and feels when playing different games.</li> <li>Begins to watch others and focus on specific actions to improve own skills.</li> </ul>	<ul style="list-style-type: none"> <li>Throws and catches with control when under limited pressure to keep possession and score goals.</li> <li>Chooses and uses a range of simple tactics for defending and challenging their opponents for striking, fielding and net games.</li> <li>Uses simple rules fairly and extends them to devise their own games.</li> </ul>
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## Athletics

<ul style="list-style-type: none"> <li>Gradually gain control of their whole body through continual practice of large movements such as waving, kicking, rolling, crawling and walking. (PD)</li> </ul>	<ul style="list-style-type: none"> <li>Show a preference for a dominant hand. (PD)</li> </ul>	<ul style="list-style-type: none"> <li>Revise the fundamental movement skills they have already acquired, rolling, crawling, walking, jumping, running, hopping, skipping and climbing. (PD)</li> <li>Progress towards a more fluent style of moving, with developing control and grace. (PD)</li> <li>Confidently use a range of small and large apparatus indoors and outdoors, alone and in a group. (PD)</li> </ul>	<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others. (PD)</li> <li>Demonstrate strength, balance and coordination when playing. (PD)</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (PD)</li> </ul>	<ul style="list-style-type: none"> <li>Improves running techniques and runs for longer distances.</li> <li>Performs a run and jump sequence.</li> <li>Develops an under and over arm throwing action.</li> <li>Takes part in a variety of team races using a variety of equipment.</li> <li>Knows running, jumping and throwing is good for them and describe what it feels like.</li> <li>Watches, copies, describes and comments on what they have seen.</li> </ul>	<ul style="list-style-type: none"> <li>Runs with a good technique at different speeds.</li> <li>Performs a two footed jump.</li> <li>Shows a good throwing technique and extend accuracy and distance.</li> <li>Competes in a range of team events.</li> <li>Describes the differences in the way their body works and feels when trying athletic activities.</li> <li>Begins to watch others and focus on specific actions to improve own skills.</li> </ul>	<ul style="list-style-type: none"> <li>Selects running speed for appropriate activity.</li> <li>Makes up and repeat a short sequence of linked jumps.</li> <li>Throws a variety of objects, changing their action for accuracy and distance.</li> <li>Takes part in relay activities remembering when to run and what to do.</li> </ul>
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