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|  **Physical Education Curriculum Early Years**  |
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|  | **Expectations for Nursery** | **Expectations for Reception** | **ELG** | **Links to KS1** |
| **Gross motor** | Can throw a large ball with both hands | Can throw a small ball with one hand | Can throw a ball or bean bag underarm or overarm | Can throw rugby balls, javelins, and frisbees | Can throw a ball at a given target | Can bat a ball | **Negotiate space and obstacles safely, with considerate for themselves and others.**  | **PE**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 |
| Catches a large ball from a short distance | Catches a small ball or bean bag from a short distance | Can catch larger items from a longer distance | Can catch smaller items from a longer distance |
| Can kick a large ball in a straight line | Can kick a large ball at an intended target | Can walk with a ball | Can run with a ball | Can dribble in and out of targets | Can pass a ball to another person |
| Go up steps and stairs independently | Go up steps and stairs, or climb up apparatus, using alternate feet | Climbs apparatus, going up forwards, over and coming down backwards | Manage own risks when travelling over, under, through apparatus | **Demonstrate strength, balance and co-ordination when playing** |
| Skip, hop, stand on one leg and hold a pose | Can demonstrate different types of balances using feet | Can balance using different body parts | Balancing with precision and accuracy  |
| Balances a quoit on their head whilst moving | Walks along a bench / balance beam independently | Can balance a ball on a bat | Can balance a ball on a bat whilst moving |
| Rides a trike independently | Rides a 3 wheeled scooter independently, moving one leg backwards and forwards | Rides a balance bike, occasionally lifting up their feet | Rides a 2 wheeled scooter independently, moving one leg backwards and forwards | Pedals a bike with stabilisers.  |
| Uses large-muscle movements to produce vertical and horizontal lines | Uses large-muscle movements to produce circles and + | Uses large-muscle movements to produce squares | Uses large-muscle movements to produce diagonal lines | Uses large-muscle movements to produce X and triangles | Uses large-muscle movements to produce letter shapes |
| Can walk, run, crawl and climb when directed | Can walk, run, crawl and climb independently | Match their developing physical skills to tasks and activities | Can walk, run, crawl, climb, hop, jump and skip with increasing control | Moves in imaginative ways | **Move energetically, such as running, jumping, dancing, hopping, skipping and climbing** |
| PE Vocabulary | Balance, travel, catch, climb, run |  |  |

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| **Physical Education Curriculum Milestone 1** |
| **Fundamental Skills in Physical Education**  | **Two Year Rolling Programme**  |
| **Locomotor Skills:** *Transporting the body in any direction from one point to another.***Stability Skills:** *Balancing the body in stillness and in motion.***Manipulative Skills:** *Control of objects using various body parts.* | https://www.scoilnet.ie/pdst/physlit/fms-activities/ |
| **Aspect of PE** | **Prior Learning**  | **Key Vocab**  | **Essential Knowledge** | **Essential Skills** |
| **Pole to Pole****Invasion Games 1** | Learners will have experienced a variety of games playing with beanbags and hoops. | **Running****Dodging****Side-Stepping** **Throwing****Catching** AttackCatchCompeteDefendReceive RollingSendThrowSoft handsDribbleChest passBounce pass | * Know how far to bounce a pass between passer and receiver.
* How to receive a bounce pass differently to a chest pass.
* How to move around and be aware of others.
* Only use the flat side of the stick in hockey and all play right-handed.
* A bounce in a push down with 2 hands and dribbling is with one hand.
* Use fingers to push the ball down.
* The hands need to ‘give’ and be ‘soft’ when receiving a hockey pass.
* Move into space after passing a ball.
* Use ‘big toe, little toe’ to dribble, keeping the ball close.
* Trap a ball by moving in line with it and putting foot on it.
 | * Get into a good ready position to receive chest and bounce passes consistently well.
* Pass the ball from my chest using a bounce pass.
* Change direction confidently and competently.
* Move around safely in a limited space.
* Keep head up and travel with control whilst dribbling a ball.
* Bounce / dribble a ball with hands with good control.
* Move around safely whilst bouncing /dribbling.
* Push pass a hockey ball and receive a hockey ball.
* Dribble a ball with feet with good control.
* Stop a ball on the run by trapping it
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| **Pole to Pole** **Fundamental Movement Skills 2** | Practised movements including running, jumping, throwing and catching.Have played in some competitive activities | **Running****Dodging****Side-Stepping** **Striking with a foot**AttackEvadeCatchCompeteDefendReceive RollingSendLead foot | * Focusing the eyes and using the arms helps to balance better.
* To use arms to help when hopping
* Glance periodically over both shoulders when travelling backwards
* Make a W shape want to receive a catch
* Know which preferred take off foot is
* Travel around the space being aware of others sharing it.
* Stay focused and keep head up when moving around.
* Always be focused and aware of what is going on.
* Know when to attack and when to defend.
* Know that a punt is a kick from the hands
* When kicking from the ground, need to get the standing foot adjacent to the ball.
 | * Move carefully retaining my balance when hopping.
* Travel backwards safely.
* Share space considerately.
* Jump in a variety of ways.
* Land safely in different jumps.
* Combine a run and a jump.
* Dodge effectively.
* Move safely with awareness of others
* Evade others when attacking
* Defend as part of a team.
* Strike a ball accurately and with power with my laces
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| **Pole to Pole****Target Skills 2** | To practice basic movements including running, jumping, throwing and catchingTo begin to engage in competitive activities. | **Throwing****Kicking with foot****Catching** CatchReceive RollingSendThrowSoft handsPuntOverarmUnderarm | * Know which part of the foot I need to strike with to punt high.
* Hold the ball over to the side you want to punt the ball with.
* Be in a ‘ready position’ to catch a punt.
* Get into a sideways position when striking.
* Keep head still when striking.
* Know how to stand when throwing overarm
* Know when to throw underarm and when to throw overarm.
* Know why we sometimes throw to a friend to receive after one bounce
 | * Co-ordinate the skill of punting a ball consistently.
* Work with a friend and encourage them to punt better.
* Co-ordinate the action of punting with either foot.
* Punt a ball with increasing accuracy with both feet.
* Strike a ball at a target using equipment.
* Strike with increasing accuracy.
* Strike a ball at a target with some degree of force.
* Strike into spaces.
* Throw a ball overarm with some accuracy at a target.
* Choose correctly when it is best to throw underarm and when to throw over-arm.
* Throw overarm on, ‘one bounce’ to a friend. Receive a ball consistently well after one bounce.
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| **Fire Fire!****Gymnastics: Pathways** | Basic movements including walking, running, rolling, crawling, jumping and taking weight on handsAble to follow simple instructionsAble to replicate basic demonstrations and copy and repeat simple movements and shapes.  | **Landing****Balance**jumprollbalancetravelmovementlinkslowfasthighlowshapesequencepathway | * Take off from one foot and then spring from two into a jump.
* Know how to land safely.
* Know what a zig zag pathway is.
* Identify ways that can adapt work to make it even better.
* The importance of changes of level and direction.
* Know what a curved pathway is.
* Know different gymnastic moves that fit nicely into performing in a curved pathway.
* Know what mirroring is.
* How to perform in synchrony with a partner.
 | * Run and jump through 90, 180 and 270 degrees.
* Turn elegantly.
* Perform a sequence in different pathways.
* Create a sequence in zig zag pathways.
* Demonstrate variety in my movements
* Perform with clear starting and finishing positions.
* Demonstrate zig zag and straight pathways in a sequence of work.
* Perform with control and adaptations to original work.
* Work at all 3 levels.
* Perform a sequence of moves in a curved pathway.
* Improve my work by acting upon feedback.
* Travel backwards and sideways as part of a sequence.
* Link movements together well.
* Perform a variety of moves on floor and apparatus using different pathways.
* Make the sequences flow.
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| **Fire Fire!****Net and Wall Games 1** | Pupils will have sent objects with increased confidence using hand or batThey can move towards a moving ball to returnPupils can attempt sending and returning a variety of balls | **Side-stepping** **Strike with implement****Strike with hand****Throw**courtfeedforehandthrowhit hitternetpick uprollservestopstrikevolley | * What a ‘ready position’ looks like.
* Call name when playing doubles if the ball is between player and partner.
* To leave a ball which is going to land out.
* Know that a good dig gives more time for teammates to set up our own attack.
* Know what a T position is and how it can help me.
* Move to the line of the ball and to get into a T position.
* The ball needs to be struck over the net.
* Don’t turn back on the ball.
* Know how to throw for accuracy and power.
 | * Send a large ball with some degree of accuracy.
* Receive a ball by moving swiftly into the right position.
* Strike a large ball, with one hand, whilst it is airborne.
* Play passive and then active rallies by striking over a net with the hand.
* Strike and volley a large ball with some degree of accuracy.
* Dig a ball by getting underneath it.
* Strike a small ball using an open palm and move into position to receive it back.
* Strike a small ball with my open palm with some accuracy.
* Keep a rally going with a partner.
* Throw with accuracy and power.
* Keep eye on the ball at all times.
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| **Fire Fire****OAA** | Taken part in a range of PE gamesFollowed very simple instructionsWorked with a partner in simple games | travel balanceorienteering problem solvingrotaterulescollaboration co-operation team building  |  | * Work collaboratively in a group.
* Develop thinking and creativity.
* Develop decision making in games
* Be able to work independently
* Development more fundamental movement skills.
* Develop understanding of simple plans
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| **Once Upon a Time****Striking and Fielding 1** | Developed sending and receiving skills to benefit fielding as a teamCan distinguish between the roles of batters and fieldersHave been introduced to the concept of simple tactics | **Throwing****Catching****Striking with bat**hitcatchrunswicketbatbowlbowlerthrowcatchunderarmoverarmfieldfielderbatsman / womanstumps | * Know the need to run, after striking a ball, to accumulate runs.
* To touch my bat over the crease line and slide it on final run.
* When to run and when not to.
* How to form a long barrier to stop a ball.
* Have to bowl from on or behind the crease.
* To try and bowl keeping my arms straight.
* Need to communicate with partner to accumulate runs.
* A batsman / woman should always call after each ball.
* As a batter, don’t always have to run.
 | * Strike a ball off a tee Get in line with the ball and field it.
* Bowl a ball overarm at a target.
* Strike a ball off a tee through the off-side.
* Stop a ball with 2 hands, creating a barrier behind it with my feet or body.
* Hit a ball to the leg side.
* Pick up a ball with one hand and throw it underarm.
* Call for runs sensibly and decisively when batting.
* Chase and retrieve a ball.
* Make good decisions when batting about when to run and when not to.
* Bowl either underarm with some accuracy.
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| **Once Upon a Time****Athletics 1** | Children have begun to link running and jumping.Have refined a range of running which includes varying pathways and speeds.Developed throwing techniques to send objects over long distances. | **Running****Jump for distance****Jump for height** **Throwing**runhopskipsidewaysthrowhighstraightfurthestdistancepowertrackrelayspring | * Retain focus and identify importance of a good start.
* Cushion knees when landing.
* Know the technique for different types of jump.
* Know how to improve technique to increase the height and distance of jumps.
* The difference between a leap and a jump.
* Know how to increase the distance of jumps.
* Know why it is important to warm up.
* See how to increase the distance of throws
 | * Show a sense of anticipation to begin work
* React quickly.
* Demonstrate agility, balance and coordination.
* Discover and develop different styles of jumping.
* Leap, jump and hop.
* Jump in a variety of ways.
* Coordinate a run with a jump.
* Jump in a variety of ways competently.
* Add a short run up to my jump.
* Throw with good technique.
* Throw with a run up.
* Help a peer improve their performance with good feedback.
* Demonstrate a variety of athletic techniques competently.
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| **Once Upon a Time** **Dance: Fire of London** | Respond to hearing music.Basic movements including walking, running, rolling, crawling, jumping and taking weight on hands.Able to replicate basic demonstrations and copy and repeat simple movements and shapes. | **Balance**emotion twistturnrhythm stepsmusicfeelingmusicalitybeathighlowfast / slowdirectiongroupmood | * Contribute simple key words to an age appropriate theme related mind map.
* Know how to translate ideas into simple theme related shapes, movements, actions.
* Kow how to use the words in a poem to create shapes, movements or feelings.
* The need to look forwards to safely move around in space.
* The need to control speed to ensure safety.
* Know how to turn what see into ways of moving.
* How to listen to other people’s ideas and vocalise own thoughts.
* How to turn what see into ways of moving.
* How to listen to other people’s ideas and vocalise own thoughts.
 | * Use body and create theme related shapes, movements and actions
* Travel safely and creatively in space.
* Show different levels when travelling.
* Use body to express simple theme related shapes, movements and feelings.
* Communicate effectively with a partner.
* Use pictures to create shapes, movements and actions.
* Work with a partner.
* Look at pictures and create shapes, movements and actions.
* Remember and perform a basic sequence of movement when led by a teacher.
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| **Superheroes****Invasion Games 2** | Practised movements including running, jumping, throwing and catching.Have played in some competitive activities. | **Running****Strike with hand dribbling****Kicking****Throwing****Catching**attackdefendcompetecatchthrowreceiveplayrollingsendunder-arm | * Know how far to throw the ball in relation to where standing and my partner is.
* To stand in a position of readiness to receive the ball on the 1st bounce.
* To track the flight of the ball right into hands.
* To stay light on feet and be prepared to move quickly.
* Turn body so can see opponent and the ball when defending.
* Close the space down quickly when defending.
* To attack at speed.
* Keep body between the ball and opponent to shield it.
* How to deceive defenders by using dummy passes or ‘giving the eyes’.
* Work hard in attack and defence for the good of the team.
 | * Throw overarm for partner to catch after one bounce.
* Catch a ball consistently after one bounce.
* Track an opponent.
* Intercept a pass.
* Catch a ball consistently on the full.
* To move my opponent around court when playing against them.
* Dodge to beat an opponent.
* Close the space down that attackers have to work in.
* Pass the ball consistently with control.
* Retain possession of the ball.
* Compete with some spatial awareness in team games.
* Pass and move decisively.
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| **Superheroes****Fundamental Movement Skills 3** | Practised movements including running, jumping, throwing and catching.Have played in some competitive activities | **Running****Dodging****Side-Stepping** **Striking with a foot****Striking with hand to dribble****Throwing****Catching**AttackEvadeCatchCompeteDefendReceive RollingSendLead foot | * Watch the hands of the people turning a rope to know when to jump.
* That there are different ways of jumping a rope.
* To push down on the ball using the fingers.
* To relax whilst dribbling and not be too tense.
* Send a ball over a short distance using the inside of my foot.
* Know how to turn my foot to cushion a pass sent to me.
* Know how far to bounce pass between a partner.
* Know that a good bounce pass is easier to receive.
* Make a target for the partner to send the ball to.
* Relax when catching to cushion the impact of the ball.
 | * Skip using a rope.
* Jump in a variety of ways
* Receive a ball and trap it.
* Cushion a pass when receiving.
* Dribble a ball with either hand.
* Travel with a ball with head up and with the ball under control.
* Pass in different ways.
* Pass accurately.
* Catch consistently well.
* Signal that I want the ball.
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| **Superheroes** **Target Skills 3** |  |  |  |  |
| **It Began in Africa****Gymnastics: Stretching, Curling and Arching** | Basic movements including walking, running, rolling, crawling, jumping and taking weight on handsAble to follow simple instructionsAble to replicate basic demonstrations and copy and repeat simple movements and shapes | **Landing****Balance**jumprollbalancetravelmovementlinkhighlowshapecounter-balancestretcharchescurls | * Know wat a curled shape looks like.
* Know what points are.
* Know how to form arches with my body.
* See importance of working at different levels and with different dynamics.
* Know how to give good feedback to a partner.
* Identify difference between stretching and curling How to ‘perform’ with good starting and finishing positions, good eye focus and a positive confident demeanour.
* Perform a range of different types of jumps and which are stretched and which are curled.
* Timing is important in a routine.
* To perform with changes of level, direction and speed.
 | * Travel in curled positions.
* Support my own body weight in curled positions.
* Create a sequence with seamless transitions between stretches and curls.
* Arch my body.
* Stretch whilst in balance.
* Create a sequence which flows and involves arching and stretching.
* Stretch and curl whilst performing a variety of gymnastic movements.
* Show inversion and counter-balance using the apparatus.
* Form front and back supports.
* Demonstrate a variety of ways of travelling into and out of supports.
* Perform a sequence with clear starting and finishing positions.
* Demonstrate curling, stretching and arching in my work
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| **It Began in Africa** **Net and Wall Skills 2** | Pupils will have sent objects with increased confidence using hand or batThey can move towards a moving ball to returnPupils can attempt sending and returning a variety of balls | **Side-stepping** **Strike with implement****Strike with hand****Throw**courtfeedforehandthrowhit netservestrikevolleyrally backhandracketshort tennis | * Know what a position of readiness looks like.
* To track the flight of the ball with the eyes.
* Identify the best technique to use to return a ball.
* Know that you have to get under the ball sufficiently to strike it upwards and over a net.
* Know the ball has to go over the net and land in the court on the other side.
* Need to move quickly to get into good positions to return the ball.
* Know how to play a game of short tennis against an opponent.
* Try and get back to the centre of the court after each shot.
 | * Send and receive a ball with some degree of accuracy.
* Move quickly into good positions to catch.
* Send a ball with increasing accuracy.
* Keep a short rally going with a partner.
* Strike a ball with some degree of accuracy.
* Volley a ball by getting in line and underneath it.
* Develop a good grip and stance.
* Begin to strike with more consistency and accuracy on the forehand.
* Return a ball after one bounce that has been thrown to me by a partner.
* Begin to rally a few shots with more success.
* Strike a backhand from my own feed.
* Play a game against an opponent using a variety of shots.
* Move fluently around the court.
 |
| **It Began in Africa** **OAA** | Taken part in a range of PE gamesFollowed very simple instructionsWorked with a partner in simple games | travel balanceorienteering problem solvingrotaterulescollaboration co-operation team building  |  | * Work collaboratively in a group.
* Develop thinking and creativity.
* Develop decision making in games
* Be able to work independently
* Development more fundamental movement skills.
* Develop understanding of simple plans
 |
| **Ahoy There****Athletics 2** | Children have begun to link running and jumping.Have refined a range of running which includes varying pathways and speeds.Developed throwing techniques to send objects over long distances. | **Running****Jump for distance****Jump for height** **Throwing**runhopskipsidewaysthrowhighstraightfurthestdistancepowertrackrelayspring | * Retain focus and identify importance of a good start.
* Cushion knees when landing.
* Know the technique for different types of jump.
* Know how to improve technique to increase the height and distance of jumps.
* The difference between a leap and a jump.
* Know how to increase the distance of jumps.
* Know why it is important to warm up.
* See how to increase the distance of throws
 | * Show a sense of anticipation to begin work
* React quickly.
* Demonstrate agility, balance and coordination.
* Discover and develop different styles of jumping.
* Leap, jump and hop.
* Jump in a variety of ways.
* Coordinate a run with a jump.
* Jump in a variety of ways competently.
* Add a short run up to my jump.
* Throw with good technique.
* Throw with a run up.
* Help a peer improve their performance with good feedback.
* Demonstrate a variety of athletic techniques competently.
 |
| **Ahoy There****Strike and Field 2** | Pupils will have sent objects with increased confidence using hand or batThey can move towards a moving ball to returnPupils can attempt sending and returning a variety of balls | **Striking with implement** **Throwing****Catching**catchrunswicketbowlerthrowcatchunderarmoverarmfielderbatsman / womanstumps | * Run between the wickets after striking a ball into space.
* Slide bat over crease when run.
* Why it is important to back throws up in the field.
* How to form a long barrier
* What the correct technique for throwing overarm is
* To bowl form the crease line.
* Know what a no ball and a wide is.
* Know why it’s important to be able to pick up the ball with both hands.
 | * Catch a ball after one bounce.
* Strike a ball off a tee.
* Stop the ball consistently as wicket keeper.
* Pick up a ball one handed and return it underarm.
* Return the ball quickly from the floor.
* Pick up a ball one handed and return it underarm.
* Chase a ball and throw it back accurately.
* Strike a ball off a tee whilst on the move.
* Play a game using the skills learned.
 |
| **Ahoy There****Dance: Pirates** | Respond to hearing music.Basic movements including walking, running, rolling, crawling, jumping and taking weight on hands.Able to replicate basic demonstrations and copy and repeat simple movements and shapes. | **Balance**emotion twistturnrhythm stepsmusicfeelingmusicalitybeathighlowfast / slowdirectiongroupmood | * Contribute simple key words to an age appropriate theme related mind map.
* Know how to translate ideas into simple theme related shapes, movements, actions.
* Kow how to use the words in a poem to create shapes, movements or feelings.
* The need to look forwards to safely move around in space.
* The need to control speed to ensure safety.
* Know how to turn what see into ways of moving.
* How to listen to other people’s ideas and vocalise own thoughts.
* How to turn what see into ways of moving.
* How to listen to other people’s ideas and vocalise own thoughts.
 | * Use body and create theme related shapes, movements and actions
* Travel safely and creatively in space.
* Show different levels when travelling.
* Use body to express simple theme related shapes, movements and feelings.
* Communicate effectively with a partner.
* Use pictures to create shapes, movements and actions.
* Work with a partner.
* Look at pictures and create shapes, movements and actions.
* Remember and perform a basic sequence of movement when led by a teacher.
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| **Physical Education National Curriculum Skills** |
| **Games** | **Dance** | **Gymnastics** | **Swimming** | **Athletics** | **OAA** |
| * Use the terms ‘opponent’ and ‘team-mate’.
* Use rolling, hitting, running, jumping, catching and kicking skills in combination.
* Develop tactics.
* Lead others when appropriate.
 | * Copy and remember moves and positions.
* Move with careful control and coordination.
* Link two or more actions to perform a sequence.
* Choose movements to communicate a mood, feeling or idea.
 | * Copy and remember actions.
* Move with some control and awareness of space.
* Link two or more actions to make a sequence.
* Show contrasts (such as small/tall, straight/curved and wide/narrow).
* Travel by rolling forwards, backwards and sideways.
* Hold a position whilst balancing on different points of the body.
* Climb safely on equipment.
* Stretch and curl to develop flexibility.
* Jump in a variety of ways and land with increasing control and balance.
 | **Don’t teach swimming in the Infants** | * Run fast over a short distance and stay on-line
* Carry or dribble different equipment when they move.
* Change speed and direction with control
* Arm and leg action are important when running fast
* Demonstrate different take –offs and landings and land safely
* Work co-operatively in small relay teams
* Describe what happens to their heart, breathing and temperature when they run.
 | * Relate symbols to the environment
* Follow simple compass directions
* Show how to set a simple map of an area
* Co-operate with others in problem solving activities
* Be aware of the importance of plan / review
* Follow simple trails in familiar environments
 |