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| **Physical Education Curriculum Early Years** | | | | | | | | | |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **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 | | | | | |  |  | | | | | | | | | | |
| **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**  Attack  Catch  Compete  Defend  Receive  Rolling  Send  Throw  Soft hands  Dribble  Chest pass  Bounce 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 | |
| **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**  Attack  Evade  Catch  Compete  Defend  Receive  Rolling  Send  Lead 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 | |
| **Pole to Pole**  **Target Skills 2** | To practice basic movements including running, jumping, throwing and catching  To begin to engage in competitive activities. | | **Throwing**  **Kicking with foot**  **Catching**  Catch  Receive  Rolling  Send  Throw  Soft hands  Punt  Overarm  Underarm | | * 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. | |
| **Fire Fire!**  **Gymnastics: Pathways** | Basic movements including walking, running, rolling, crawling, jumping and taking weight on hands  Able to follow simple instructions  Able to replicate basic demonstrations and copy and repeat simple movements and shapes  . | | **Landing**  **Balance**  jump  roll  balance  travel  movement  link  slow  fast  high  low  shape  sequence  pathway | | * 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. | |
| **Fire Fire!**  **Net and Wall Games 1** | Pupils will have sent objects with increased confidence using hand or bat  They can move towards a moving ball to return  Pupils can attempt sending and returning a variety of balls | | **Side-stepping**  **Strike with implement**  **Strike with hand**  **Throw**  court  feed  forehand  throw  hit  hitter  net  pick up  roll  serve  stop  strike  volley | | * 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. | |
| **Fire Fire**  **OAA** | Taken part in a range of PE games  Followed very simple instructions  Worked with a partner in simple games | | travel  balance  orienteering  problem solving  rotate  rules  collaboration  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 | |
| **Once Upon a Time**  **Striking and Fielding 1** | Developed sending and receiving skills to benefit fielding as a team  Can distinguish between the roles of batters and fielders  Have been introduced to the concept of simple tactics | | **Throwing**  **Catching**  **Striking with bat**  hit  catch  runs  wicket  bat  bowl  bowler  throw  catch  underarm  overarm  field  fielder  batsman / woman  stumps | | * 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. | |
| **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**  run  hop  skip  sideways  throw  high  straight  furthest  distance  power  track  relay  spring | | * 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. | |
| **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  twist  turn  rhythm  steps  music  feeling  musicality  beat  high  low  fast / slow  direction  group  mood | | * 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. | |
| **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**  attack  defend  compete  catch  throw  receive  play  rolling  send  under-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. | |
| **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**  Attack  Evade  Catch  Compete  Defend  Receive  Rolling  Send  Lead 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. | |
| **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 hands  Able to follow simple instructions  Able to replicate basic demonstrations and copy and repeat simple movements and shapes | | **Landing**  **Balance**  jump  roll  balance  travel  movement  link  high  low  shape  counter-balance  stretch  arches  curls | | * 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 | |
| **It Began in Africa**  **Net and Wall Skills 2** | Pupils will have sent objects with increased confidence using hand or bat  They can move towards a moving ball to return  Pupils can attempt sending and returning a variety of balls | | **Side-stepping**  **Strike with implement**  **Strike with hand**  **Throw**  court  feed  forehand  throw  hit  net  serve  strike  volley  rally  backhand  racket  short 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 games  Followed very simple instructions  Worked with a partner in simple games | | travel  balance  orienteering  problem solving  rotate  rules  collaboration  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**  run  hop  skip  sideways  throw  high  straight  furthest  distance  power  track  relay  spring | | * 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 bat  They can move towards a moving ball to return  Pupils can attempt sending and returning a variety of balls | | **Striking with implement**  **Throwing**  **Catching**  catch  runs  wicket  bowler  throw  catch  underarm  overarm  fielder  batsman / woman  stumps | | * 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  twist  turn  rhythm  steps  music  feeling  musicality  beat  high  low  fast / slow  direction  group  mood | | * 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. | |
| **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 |