

PE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about me	Around the world	Exciting Explorers	Into the Woods	Marvellous Magic	Amazing Animals
EYFS - Reception	<p>Manage their own needs+ Personal hygiene</p> <p>Know and talk about the different factors that support overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>-regular physical activity</li> <li>- healthy eating</li> </ul> <p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>-rolling      - running</li> <li>-crawling    - hopping</li> <li>-walking     - skipping</li> <li>-jumping    - climbing</li> </ul> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</p> <p>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.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p>					

	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.          Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.          Develop the foundations of a handwriting style which is fast, accurate and efficient.          Further develop the skills they need to manage the school day successfully:          - lining up and queuing      mealtimes          Listen attentively, move to and talk about music, expressing their feelings and responses.          Explore and engage in music making and dance, performing solo or in groups.</p>					
	<p>Showing increasing control when linking movements together. <b>Knowing that it is good to be active and sometimes getting out of breathe. Moving freely with confidence in a range of ways.</b>          Mountains stairs steps or climbing equipment. Walking downstairs. Standing momentarily on one foot. Running skilfully whilst negotiating space, adjusting speed and direction needed. Drawing lines and circles using gross motor movement. Enjoying joining in with dancing and singing games. Beginning to move rhythmically. Imitating movement in response to music. Tapping out simple repeated patterns.</p>	<p>Starting to experiment with different types of movement. Recognising how they can refine a range of physical actions such as rolling running skipping etc. jumping off objects and safely and carefully. Travelling with confidence and skill when moving around, under, over and through various equipment. Showing increasing control when throwing catching and kicking a ball. Handling tools objects construction and malleable materials safely and with increasing control. Beginning to build a repertoire of songs and dances. Initiating new combinations of movement and gesture in order to express and respond to feelings ideas and experiences.</p>	<p><b>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</b>          Explain the reasons for rules, know right from wrong and try to behave accordingly.  <b>Manage their own basic hygiene and personal needs including going to the toilet and understanding the importance of healthy food choices.</b>          Negotiate space and obstacles safely with consideration for themselves and others. Demonstrate strength balance and coordination when playing. Move energetically such as running jumping skipping dancing hopping skipping and climbing.          Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>			
Y1	Fundamentals	Dance	Gymnastics	Games Ball skills	Athletics	Invasion Games

	<p>Students explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.</p>	<p>Students explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.</p>	<p>Students learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and</p>	<p>Students explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.</p>	<p>Students develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.</p>	<p>Students develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage</p>
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			shapes when travelling and balancing.			their own games, showing respect and kindness towards their teammates and opponents.
Y2	<b>Fundamentals</b>  Students will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.	<b>Dance</b>  Pupils will explore space and how their body can move to express and idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression.	<b>Gymnastics</b>  Pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of	<b>Games Ball skills</b>  Students develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups.	<b>Athletics</b>  Students develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of	<b>Invasion Games</b>  Students develop their understanding of invasion games and the principles of defending and attacking. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in

		<p>They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.</p>	<p>shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.</p>		<p>strength as well as areas to develop.</p>	<p>these types of games and learn to play to the rules.</p>
Year 1	Healthy Lifestyle (Throughout whole year)	Describe how the body feels before, during and after exercise.				
Year 2		Explain what they need to stay healthy.				
Year 1	Performance (throughout whole year)	Comment on own performance.				
		Comment on how to improve own performance.				
Year 2		Comment on own and others performance.				

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PE program- getset4PE

Highlighted text = wellbeing Links (All physical activity links to well being!)