

Physical Education Curriculum

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------|---|----------|----------|----------|----------|----------|
| EYFS | <p>Physical development:</p> <ul style="list-style-type: none">- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills- Go up steps and stairs, or climb up apparatus, using alternate feet- Skip, hop, stand on one leg and hold a pose for a game like musical statues- Use large-muscle movements to wave flags and streamers, paint and make marks- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing- Progress towards a more fluent style of moving, with developing control and grace.- Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor- Combine different movements with ease and fluency- Confidently and safely use a range of large and small apparatus indoors and outside- Develop overall body-strength, balance, co-ordination and agility | | | | | |

- 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

Types of learning activity:

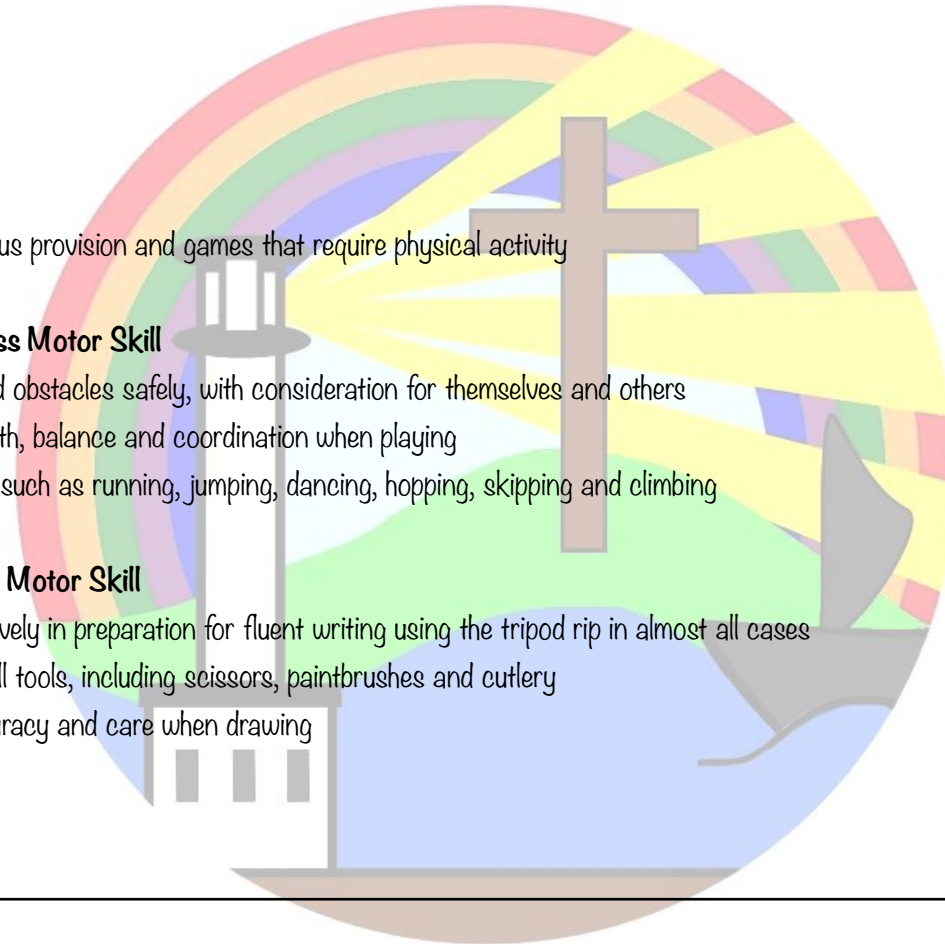
- Weekly PE lessons
- Dough disco
- Funky fingers
- Accessing continuous provision and games that require physical activity

Early Learning Goal: Gross Motor Skill

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Early Learning Goal: Fine Motor Skill

- Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paintbrushes and cutlery
- Begin to show accuracy and care when drawing



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|------|--|---|---------------------------------|--|---|------------------------------|--|
| Y1/2 | Cycle A | Sending and receiving (invasion) | Gym - balance and coordination | Dance - animals | Striking for accuracy (net games) | Movements (athletics) | Group games (strike and field) Rule making (outdoor adventure) |
| Y1/2 | Cycle B | Throwing and catching | Gym - balance and agility | Dance - fictional characters - traditional tales | Balance and control - striking | Athletics - fundamentals | Partner games |
| Y3/4 | Cycle A | Dribbling, movement and teamwork (Invasion - hockey and football) | Gym - what's my direction? | Dance - Romans | Returning - net games (tennis and volleyball) | Record breaking (athletics) | Fielding (strike and field) Decisions (outdoor adventure) |
| Y3/4 | Cycle B | Passing for possession | Gym - symmetrical shapes | Dance - Egypt | Over the net | Being an athlete | Striking and exploring Thinking aloud |
| Y5 | Rules and concepts (invasion - football and netball) | | Gym - Viking balance | Dance - space | Accuracy and rallies (net games) | Olympic training (athletics) | Exploring, striking and fielding Leadership (outdoor adventure) |
| Y6 | Invasion - competitive (netball and basketball) | | Gym - travelling in World War 2 | Dance | Net games for points | Going for gold (athletics) | Striking and fielding Finding success (outdoor adventure) |

