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| **Year B PE** | | | | | |
| **EYFS** | **Y1/2** | **Y3/4** | | **Y5/6** | |
| **Procedural knowledge (from NC)** | | | | | |
| **AREA OF LEARNING**  Physical Development  **STRAND**  Gross Motor Skills  \* 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. | **To develop practical skills in order to participate, compete and lead a healthy lifestyle - Games**  • Use the terms ‘opponent’ and ‘team-mate’.  • Use rolling, hitting, running, jumping, catching and kicking skills in combination.  • Develop tactics.  • Lead others when appropriate. | **To develop practical skills in order to participate, compete and lead a healthy lifestyle – Games**  • Throw and catch with control and accuracy.  • Strike a ball and field with control.  • Choose appropriate tactics to cause problems for the opposition.  • Follow the rules of the game and play fairly.  • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).  • Pass to team mates at appropriate times.  • Lead others and act as a respectful team member. | | **To develop practical skills in order to participate, compete and lead a healthy lifestyle – Games**  • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).  • Work alone, or with team mates in order to gain points or possession.  • Strike a bowled or volleyed ball with accuracy.  • Use forehand and backhand when playing racket games.  • Field, defend and attack tactically by anticipating the direction of play.  • Choose the most appropriate tactics for a game.  • Uphold the spirit of fair play and respect in all competitive situations.  • Lead others when called upon and act as a good role model within a team. | |
| **Unit and declarative knowledge (specific information we want children to know and remember)** | | | | | |
| **AUTUMN 1**  **ALL ABOUT ME**  \* Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills  \* Go up steps and stairs, or climb apparatus using alternate feet.  **SEASONS & WEATHER – ALL ABOUT AUTUMN**  \* Skip, hop, stand on one leg and hold a pose for a game like musical statues  \* Use large muscle movements to wave flags or streamers  **AUTUMN 2**  **NIGHT & DAY**  \* Match their developing physical skills to tasks and activities in the setting  **CHRISTMAS IS COMING**  \* Revise and refine the fundamental movement skills they have already acquired such as rolling, crawling, walking, jumping, running, hopping, skipping, climbing  **SPRING 1**  **SEASONS & WEATHER – WINTER WONDERLAND**  \* Progress towards a more fluent style of moving, with developing control and grace.  **ANIMALS AROUND THE WORLD**  \* Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group  **SPRING 2**  **LIFE ON THE FARM**  \* Combine different movements with ease and fluency  \* Safety when moving and landing from apparatus  **TRANSPORT**  \* Develop overall body strength, balance, co-ordination and agility  **SUMMER 1**  **THE BIG WIDE WORLD?BUILD IT UP**  \* Further develop and refine a range of ball skills including, throwing, catching, kicking, passing, batting and aiming**.**  **SUMMER 2**  **SEASONS & WEATHER – SUMMERTIME**  **MACHINES/TECHNOLOGY**  **MOVING ON**  \* 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 |  |  |  | |  |
| **Non-subject specific unit** | | | | | |
| **Due to the nature of EYFS additional statements from the Development Matters curriculum are taught within topics and themes that are developed from the children’s interests as and when they arise.** |  |  |  | |  |