



St Anne's Catholic Primary School

'Loving God in all we do'

St Anne's curriculum aims to inspire pupils to learn.

The school's carefully sequenced curriculum provides the opportunities for children to develop their knowledge, understanding and skills in all aspects of their education

Early Years Foundation Stage Curriculum Physical Development - PE

Physical Development EYFS Statutory Educational Programme

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives.

Through the children's learning opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.

3 and 4-year-olds:	<p><u>Physical Development</u></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. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly able to use and remember sequences and patterns of music that 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. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. <p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them.
Reception:	<p><u>Physical Development</u></p> <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - rolling - running - crawling - hopping

	<ul style="list-style-type: none"> - walking - skipping - jumping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • 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. • 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 outdoors, alone and in a group. • Develop overall body strength, balance, coordination and agility. <p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> • Create collaboratively, sharing ideas, resources and skills. • Explore and engage in music making and dance, performing solo or in groups.
--	---

<p>End of Reception Early Learning Goals</p>	<p><u>ELG: Physical Development – Gross Motor Skills</u></p> <ul style="list-style-type: none"> • 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. <p><u>ELG: Expressive Arts and Design – Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. <p><u>ELG: Personal, Social and Emotional Development – Managing self</u></p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. <p><u>ELG: Personal, Social and Emotional Development – Building Relationships</u></p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others.
---	--

National Curriculum Key Stage 1 and 2 Physical Education

The National Curriculum for Physical Education

The National Curriculum aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Aims	Developing Skills	Examples of Skills	Application of Skills: Attacking and Defending Strategies	Application of Skills: Linking Actions and Sequences of Movement	Evaluating success
Year 1	Perform fundamental movement skills at a developing level in: <ul style="list-style-type: none"> • Travelling skills. • Sending skills. • Receiving skills. Perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance.	Examples of FMS may include: <ul style="list-style-type: none"> • Travelling skills - running, hopping, skipping. • Sending skills – rolling, kicking, throwing. • Receiving skills - catching. 	Apply a simple tactic in a 1V1 or 2V2 net type game. Engage in simple competitive and cooperative activities.	Create and link simple combinations of 2 or 3 actions in ways that suit the physical activity (for example gymnastic activities). Choose appropriate movements for different dance ideas and repeat short dance phrases.	Describe what they have done or seen others doing.
Year 2	Perform fundamental movement skills at a developing level and start to master some basic movements in: <ul style="list-style-type: none"> • Travelling skills. • Sending skills. • Receiving skills. Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities.	Examples of FMS may include: <ul style="list-style-type: none"> • Travelling skills - running, galloping, dodging. • Sending skills - throwing, kicking, bouncing and striking a ball. • Receiving skills - trapping and catching an object. 	Apply simple tactics in a 3V1 game. Engage in simple competitive and cooperative activities.	Create and link simple combinations of 3 or 4 actions in ways that suit the physical activity (for example gymnastic activities). Link body actions and remember and repeat dance phrases.	Describe what they have done or seen others doing. Comment on a skill or combination of skills and say how it could be improved.
Year 3	Master most fundamental skills and start to develop sport specific skills.	Examples of developing sport specific skills may include:	Develop simple attacking skills in a 3V1 invasion game.	Create and perform sequences of actions (4-6) smoothly in a range of	Identify what they do best and what they find difficult.

	<p>Develop throwing and catching skills using different sports and activities.</p> <p>Perform using a number of sending and receiving skills with some accuracy.</p> <p>Travelling - change direction easily.</p> <p>Perform travelling, rolling, jumping and balancing skills.</p> <p>Perform freely, translating ideas from a stimulus into movement using dynamic, rhythmic and expressive qualities clearly and with control.</p> <p>Plan routes around obstacles (e.g. PE apparatus, table / chairs in classroom).</p>	<ul style="list-style-type: none"> • Chest pass, bounce pass, swing pass, catching. • Dodging and swerving. • Underarm bowl. • Throwing overarm. • Strike a ball with implement. • Travelling on hands and feet, balance on large and small body parts. 	<p>Apply skills and tactics in a range of other games such as net / wall or striking / fielding type activities.</p>	<p>activities such as gymnastic activities and dance.</p> <p>Share and create dance phrases with a partner and in a small group; repeat, remember and perform these phrases in a dance.</p>	<p>Make simple assessments of performance based on simple criteria given by the teacher.</p>
Year 4	<p>Master fundamental movement skills and start to develop sport specific skills. Develop a broader range of skills using different sports and activities.</p> <p>Perform using a number of sending and receiving</p>	<p>Examples of developing sport specific skills may include:</p> <ul style="list-style-type: none"> • Chest bounce pass, swing pass, catching. • Bouncing a ball, running with a ball. • Underarm bowl. • Throwing overarm. 	<p>Develop attacking skills in a 4V2 invasion game.</p> <p>Apply skills and tactics in a range of other games such as net / wall or striking / fielding type activities.</p>	<p>Create and perform sequences of actions (6) with control and precision in a range of activities such as gymnastic activities.</p> <p>Use simple motifs and movement patterns to structure dance phrases</p>	<p>Describe what is successful in their own performances.</p> <p>Identify aspects of their game that needs improving and say how they could go about improving them.</p>

	<p>skills with consistency and accuracy. Travel with an object i.e. running or dribbling a ball with / without equipment.</p> <p>Perform movements, shapes and balances that are matched and / or mirrored.</p> <p>Perform dances clearly and fluently, show sensitivity to the dance idea and the accompaniment.</p> <p>Orientate a map consistently and accurately. Follow a simple star orienteering course and simple point to point orienteering course on school grounds recording controls.</p> <p>Work cooperatively with others to solve challenges.</p>	<ul style="list-style-type: none"> • Strike a ball with implement. • o Matched and mirrored balances. 		<p>on their own and with a partner.</p>	
Year 5	<p>Continue to develop sport specific skills applying them with coordination and control.</p> <p>Perform a number of skills, i.e. travelling with and without equipment,</p>	<p>Examples of sport specific skills may include:</p> <ul style="list-style-type: none"> • Chest bounce, shoulder pass, catching, push pass, kicking, shooting. 	<p>Collaborate as a team and develop defending skills through modified versions of 5V3 or 5V4 invasion games.</p> <p>Apply a range of skills and tactics in a range of</p>	<p>Create and perform longer sequences of actions (6-8) with a partner in a range of activities such as gymnastic activities.</p>	<p>Recognise their own and others strengths and explain why a performance is good using appropriate terminology when evaluating both their own and others performances.</p>

	<p>sending and receiving skills with consistency, accuracy, confidence and control.</p> <p>Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance.</p> <p>Perform symmetrical and asymmetrical actions and counter balance and counter tension with a partner.</p> <p>Follow a simple course using eight points of the compass and mark on a map the position of a ground.</p> <p>Work cooperatively with a partner and small group.</p>	<ul style="list-style-type: none"> • Bowl underarm /overarm. • Strike a ball (rounders /cricket). • Catch a small ball. • Counter balance with a partner. 	<p>other games such as net/ wall or striking / fielding type activities.</p>	<p>Compose motifs and plan dances creatively and collaboratively in groups.</p>	
Year 6	<p>Continue to develop sport specific skills, applying them with control and precision.</p> <p>Perform a number of travelling skills, i.e. with and without equipment,</p>	<p>Examples of developing sport specific skills may include:</p> <ul style="list-style-type: none"> • Chest bounce, shoulder, swing pass, dribbling a ball, running with a ball. 	<p>Collaborate as a team and apply attacking and defending skills through modified versions of 4V4 or 5V5 invasion games.</p> <p>Apply a range of skills and tactics in a range of other</p>	<p>Create and perform longer sequences of actions (8-10) with a partner that show an awareness of their audience in a range of activities such as gymnastic activities.</p> <p>Work creatively and</p>	<p>Identify aspects of their own and others' performances that need improvement and suggest how to improve them, i.e. which aspects were performed consistently, accurately, fluently and clearly.</p>

	<p>sending and receiving skills with consistency, accuracy, confidence, control and speed.</p> <p>Perform dances fluently and with control and can perform to an accompaniment expressively and sensitively.</p> <p>Follow a simple route on an OS map and keep it set and identify different features and successfully complete a timed orienteering course (competition).</p> <p>Accept responsibility when working in a team.</p>	<ul style="list-style-type: none"> • Bowl, underarm / overarm. • Catch a small ball. • Counter balance and counter tension with a group 	<p>games such as net / wall or striking / fielding type activities.</p>	<p>imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances and dance.</p>	<p>Watch performances and games and use criteria to make judgements and suggest improvements.</p>
--	--	--	---	---	---