

**Coverage of PE National Curriculum Objectives**

**Early Years Foundation Stage (Objectives from Development Matters)**

**Nursery**

|  |  |
| --- | --- |
| **Physical Development (PD) 30-50 months** |  |
| * Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. * Mounts stairs, steps or climbing equipment using alternate feet. * Walks downstairs, two feet to each step while carrying a small object. * Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. * Can stand momentarily on one foot when shown. * Can catch a large ball. * Draws lines and circles using gross motor movements. * Uses one-handed tools and equipment, e.g. makes snips in paper with scissors. * Holds pencil between thumb and two fingers, no longer using whole-hand grasp. * Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name. | Ongoing throughout the nursery year |
| **Expressive Arts and Design (EAD) 30-50 months** |  |
| * Enjoys joining in with dancing and ring games. * Sings a few familiar songs. * Beginning to move rhythmically.   • Imitates movement in response to music | Ongoing throughout the nursery year |

**Reception**

|  |  |
| --- | --- |
| **Physical Development (PD) 40-60** |  |
| * Experiments with different ways of moving. * Jumps off an object and lands appropriately. * Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. * Travels with confidence and skill around, under, over and through balancing and climbing equipment. * Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. * Handles tools, objects, construction and malleable materials safely and with increasing control. * Shows a preference for a dominant hand. * Begins to use anticlockwise movement and retrace vertical lines. * Begins to form recognisable letters. * Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. | Ongoing throughout the reception year |
| **Physical Development - Early learning Goal** |  |
| Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. | Summer term |
| **Expressive Arts and Design (EAD) 30-50 months** |  |
| * Enjoys joining in with dancing and ring games. * Sings a few familiar songs. * Beginning to move rhythmically.   •Imitates movement in response to music | Ongoing throughout the reception year |
| **Expressive Arts and Design - Early learning Goal** |  |
| Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Summer term |

**Key Stage 1**

**Year 1**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| 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 | Gymnastics  Games – Ball skills and games | Athletics – unit 1 | Gymnastics  Games – throwing, catching and aiming | Games – Bat/ball skills and games | Gymnastics  Games – partner work | Athletics |
| Participate in team games, developing simple tactics for attacking and defending | Games – Ball skills and games |  | Games – throwing, catching and aiming | Games – Bat/ball skills and games | Games – partner work |  |
| Perform dances using simple movement patterns. |  | Dance |  | Dance |  | Dance |

**Year 2**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| 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 | Games – throwing and catching/inventing games | Athletics  Gymnastics | Games – aiming, hitting and kicking | Gymnastics  Games – dribbling, kicking and hitting | Games – group games and inventing rules | Gymnastics  Athletics |
| Participate in team games, developing simple tactics for attacking and defending | Games – throwing and catching/inventing games |  | Games – aiming, hitting and kicking | Games – dribbling, kicking and hitting | Games – group games and inventing rules |  |
| Perform dances using simple movement patterns. | Dance |  | Dance |  | Dance |  |

**Key Stage 2**

**Year 3**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Use running, jumping, throwing and catching in isolation and in combination | Games – invasion games | Athletics | Games – creative games making | Games – net/court/wall games - tennis | Games – striking and fielding - rounders | Athletics |
| Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending | Games – invasion games |  | Games – creative games making | Games – net/court/wall games - tennis | Games – striking and fielding - rounders |  |
| Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] | Gymnastics | Dance | Gymnastics | Dance  Athletics | Gymnastics | Dance |
| Perform dances using a range of movement patterns |  | Dance |  | Dance |  | Dance |
| Take part in outdoor and adventurous activity challenges both individually and within a team | Games – invasion games | Athletics | Games – creative games making | Games – net/court/wall games - tennis | Games – striking and fielding - rounders | Athletics |
| Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | Gymnastics | Dance | Gymnastics | Dance | Gymnastics | Dance |

**Year 4**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Use running, jumping, throwing and catching in isolation and in combination | Athletics  Games – net/wall games - volleyball |  |  | Games – invasion - football | Games – striking and fielding - rounders | Athletics |
| Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending | Games – net/wall games - volleyball |  |  | Games – invasion - football | Games – striking and fielding - rounders |  |
| Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] | Athletics | Dance | Gymnastics |  |  | Athletics |
| Perform dances using a range of movement patterns |  | Dance |  |  |  |  |
| Take part in outdoor and adventurous activity challenges both individually and within a team | Athletics  Games – net/wall games - volleyball |  |  | Games – invasion - football | Games – striking and fielding - rounders | Athletics |
| Compare their performances with previous ones and demonstrate improvement to achieve their personal best. |  | Dance | Gymnastics |  |  |  |
| Swim competently, confidently and proficiently over a distance of at least 25 metres | School Swim Program | | | | | |
| Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] | School Swim Program | | | | | |
| Perform safe self-rescue in different water-based situations. | School Swim Program | | | | | |

**Year 5**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Use running, jumping, throwing and catching in isolation and in combination | Games – net/ wall games - netball | Athletics | Games – invasion and target - basketball | Games – invasion - hockey | Games – striking and fielding - golf | Athletics |
| Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending | Games – net/ wall games - netball |  | Games – invasion and target - basketball | Games – invasion - hockey | Games – striking and fielding - golf |  |
| Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] | Dance | Gymnastics | Dance | Gymnastics | Dance | Gymnastics |
| Perform dances using a range of movement patterns | Dance |  | Dance |  | Dance |  |
| Take part in outdoor and adventurous activity challenges both individually and within a team | Games – net/ wall games - netball | Athletics | Games – invasion and target - basketball | Games – invasion - hockey | Games – striking and fielding - golf | Athletics |
| Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | Dance | Gymnastics | Dance | Gymnastics | Dance | Gymnastics |

**Year 6**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Use running, jumping, throwing and catching in isolation and in combination | Games – invasion games – hockey and football | Athletics | Games – net/ wall/court - tennis | Games – striking and fielding - cricket | Games – invasion - dodgeball | Athletics |
| Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending | Games – invasion games – hockey and football |  | Games – net/ wall/court - tennis | Games – striking and fielding - cricket | Games – invasion - dodgeball |  |
| Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] | Gymnastics | Athletics  Dance | Gymnastics | Dance | Gymnastics | Dance  Athletics |
| Perform dances using a range of movement patterns |  | Dance |  | Dance |  | Dance |
| Take part in outdoor and adventurous activity challenges both individually and within a team | Games – invasion games – hockey and football | Athletics | Games – net/ wall/court - tennis | Games – striking and fielding - cricket | Games – invasion - dodgeball | Athletics  Year 6 residential |
| Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | Gymnastics | Dance | Gymnastics | Dance | Gymnastics | Dance |