

**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 | GymnasticsGames – Ball skills and games | Athletics – unit 1 | GymnasticsGames – throwing, catching and aiming | Games – Bat/ball skills and games | GymnasticsGames – 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 | AthleticsGymnastics | Games – aiming, hitting and kicking | GymnasticsGames – dribbling, kicking and hitting | Games – group games and inventing rules | GymnasticsAthletics |
| 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 | DanceAthletics | 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  | AthleticsGames – 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 | AthleticsGames – 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 | AthleticsDance | Gymnastics | Dance | Gymnastics | DanceAthletics |
| 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 | AthleticsYear 6 residential |
| Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | Gymnastics | Dance | Gymnastics | Dance | Gymnastics | Dance |