

Nonsuch Primary School

Progress to Year 1

Physical Education

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three Characteristics of Effective Teaching and Learning are:

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties and enjoy achievements;
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In addition, the prime areas of learning (**PSE, CL, PD**) underpin and are an integral part of children's learning in all areas.

EYFS PE Skills

Ball Skills / Send & Return	Dance	Gym	Team Games / Attack. Defend and Jump	Athletics
Kick a large ball. Catch a large ball. Show increasing control of an object when pushing, patting, throwing, catching or kicking. Hop/jump and step with a ball.	Move freely with pleasure and confidence in a range of ways. E.g. slithering, shuffling, rolling, crawling, walking, running, jumping, sliding, hopping. Experiment with different ways of moving.	Squat with steadiness to rest or play with an object on the ground. Rise to feet without using hands. Climb confidently and begin to pull themselves up on equipment. Mount stairs, steps or climbing equipment using alternate feet. Stand on one foot. Jump off an object and land appropriately. Travel with confidence and skill around, under and over balancing and climbing equipment. Begin a roll.	Negotiate space successfully in racing and chasing games with others. Run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. Stop and start in a variety of ways	Run safely on whole foot. Vary pace depending on distance. Show basic jumping and hopping Hit a variety of objects

EYFS PE Learning Objectives

Autumn 1 – Gymnastics Autumn 2 – Attack, Defend, Shoot

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| <ul style="list-style-type: none"> • To balance, move and change direction when carrying an object. • To develop coordination through a range of activities • To stretch, move and balance and work with others • To begin to work with others and to extend balancing skills and coordination • To develop coordination and begin to apply in a variety of situations • To work and collaborate with others | <ul style="list-style-type: none"> • To improve speed by moving forwards, backwards and sideways and to demonstrate agility in a variety of games • To begin to perform as part of a team in chasing/running games with control and by following instructions • To listen to instructions and change directions accordingly in games • To control movement by stopping and starting in a variety of ways • To perform different fast and slow movements in the style of a variety of animals • To show control of stopping, moving and performing actions on cue. |
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Spring 1 – Send, Return Spring 2 – Gymnastics

<ul style="list-style-type: none"> • To copy, repeat and practise a variety of activities, co-ordinating limbs to carry our defined movements and actions. • To hold, roll, pat and throw balls. • To move balls on different sides of my body and to try and roll the ball accurately. • To reproduce movements with a ball bilaterally with feet and legs • To begin to respond to cues and coordinate to be able to change between hopping, jumping and stepping • To watch, copy and repeat ways of sending, receiving and carrying. • To find new ways/make choices of ways to send, receive, and carry objects by self and with a partner. <p>To listen, respond and coordinate hands and feet in order to send and stop objects using hands and feet.</p>	<ul style="list-style-type: none"> • To experiment with twisting and turning and beginning to roll • To perform roll demonstrating some body control and transition from roll, to crawl or slither • To follow simple instructions to co-ordinate limbs, showing control to hold a body shape • To jump following a route and explore working to music • To jump accurately and land with control • To travel along a variety of equipment incorporating stretches, rolls and jumps. <p>To work as part of a team to perform basic actions learned together</p>
Summer 1 – Dance Summer 2 – Athletics	
<ul style="list-style-type: none"> • To move, send and receive objects whilst playing games • To move by inching, crawling and jumping at different speeds • To jump in a variety of ways • To perform circle dances as part of a group • To perform with agility and strength a variety of runs and use strength to maintain a body shape • To work as a team to run, jump quickly 	<ul style="list-style-type: none"> • To participate in a variety of games and listen and follow instructions carefully • To perform actions (collecting, moving and placing) with a variety of equipment • To use a baton to hit a variety of objects and play a simple invasion games • To use a baton to steer objects using bilateral movements • To practise and perform a variety of skips, jumps and hops with and without a skipping rope • To roll, spin, rotate, throw and catch hoops whilst working with others
Key Vocabulary Kick, catch, throw, push, pat, slither, shuffle, roll, crawl, walk, run, hop, slide, squat, climb, land, stand, jump, balance, space, race, chase, speed, direction, obstacles	
Link to Year 1	
<p>Aims</p> <p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ♣ 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 	<p>Subject content</p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p>

♣ lead healthy, active lives.

♣ 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

♣ participate in team games, developing simple tactics for attacking and defending

♣ perform dances using simple movement patterns.