

PE CURRICULUM AND PROGRESSION

To develop physical control, agility, balance and co-ordination, and recognise the positive impact on their physical and mental health and fitness.

YEAR GROUP	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
N	<p>THIS IS ME!</p> <p>*Continue to develop their movement. balancing, riding (scooters, trikes, and bikes) and ball skills. PD</p> <p>* Skip, hop, stand on one leg and hold a pose for a game like musical statues PD</p> <p>*Use large-muscle movements to wave flags or streamers, paint or make marks PD</p> <p>* Start taking part in some group activities which they make up for themselves, or in teams</p> <p>*Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</p> <p>Chasing games Ring Games</p>	<p>SPECIAL TIMES</p> <p>*Go up steps or stairs, or climb up apparatus, using alternative feet.</p> <p>*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.</p> <p>*Continue to develop their movement. balancing, riding (scooters, trikes, and bikes) and ball skills. PD</p> <p>*Use large-muscle movements to wave flags or streamers, paint or make marks PD</p> <p>*Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</p> <p>Using playground equipment appropriately Chasing games</p>	<p>ONCE UPON A TIME</p> <p>*Go up steps or stairs, or climb up apparatus, using alternative feet.</p> <p>*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.</p> <p>*Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</p> <p>Walking backwards looking over shoulder, forwards, on tummy, on back, crawling through tunnels, jumping in and out of hoops etc.</p> <p>Chasing games Obstacle courses</p>	<p>OUT OF THIS WORLD</p> <p>* Start taking part in some group activities which they make up for themselves, or in teams</p> <p>*Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</p> <p>Catching and throwing games. Kicking a ball towards a target e.g. goal Obstacle courses Chasing games Discussions about feeling tired or hot after PE</p>	<p>NATURE DETECTIVES/MUDDY FACES, AMAZING PLACES</p> <p>* Start taking part in some group activities which they make up for themselves, or in teams</p> <p>*Go up steps or stairs, or climb up apparatus, using alternative feet.</p> <p>*increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</p> <p>*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.</p> <p>*Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</p> <p>Obstacle courses using larger equipment in the hall Playing games e.g. Simon says... stand on one foot, slither on your tummy, jump up and down etc. Discussions about safety on apparatus</p> <p>YO-KIDS ??</p>	<p>PIRATES/A LIFE ON THE OCEAN WAVE</p> <p>*Go up steps or stairs, or climb up apparatus, using alternative feet.</p> <p>*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.</p> <p>*Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</p> <p>Discussions about safety on apparatus, how to be safe e.g. mats by the benches in case we fall. Simon says</p>
R	<p>MARVELLOUS ME</p> <p><u>Personal, Social, Emotional Development</u></p> <p>*Explain the reasons for rules, know right from wrong and try to behave accordingly. (Managing Self ELG)</p> <p>*Manage their own basic hygiene and personal needs, including dressing. (Managing Self ELG)</p> <p>*Work and play cooperatively and take turns with others. (Building Relationships ELG)</p> <p><u>Physical Development</u></p> <p>*Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> - rolling - running - crawling - hopping - walking - skipping - jumping - climbing <p>*Progress towards a more fluent style of moving, with developing control and grace.</p> <p>*Develop overall body-strength, balance, coordination and agility</p> <p>*Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</p> <p>*Develop overall body strength, balance, coordination and agility.</p> <p>Getting changed for PE independently Follow simple rules. Use a range of climbing and balancing apparatus, travelling in different ways, including forwards and backwards. Developing balance and coordination. Walking, climbing, moving over apparatus using different parts of their bodies.</p>	<p>JULIA DONALDSON</p> <p><u>Personal, Social, Emotional Development</u></p> <p>*Know and talk about the different factors that support overall health and wellbeing: -regular physical activity</p> <p>*Explain the reasons for rules, know right from wrong and try to behave accordingly. (Managing Self ELG)</p> <p>*Manage their own basic hygiene and personal needs, including dressing. (Managing Self ELG)</p> <p>*Work and play cooperatively and take turns with others. (Building Relationships ELG)</p> <p><u>Physical Development</u></p> <p>*Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> - rolling - running - crawling - hopping - walking - skipping - jumping - climbing <p>*Progress towards a more fluent style of moving, with developing control and grace.</p> <p>*Develop overall body-strength, balance, coordination and agility</p> <p>*Combine different movements with ease and fluency.</p> <p>*Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</p> <p>*Develop overall body strength, balance, coordination and agility.</p> <p>Follow simple rules Games with running, skipping, hopping, jumping and rolling included.</p>	<p>OUR WONDERFUL WORLD</p> <p><u>Physical Development</u></p> <p>*Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> - rolling - running - crawling - hopping - walking - skipping - jumping - climbing <p>*Progress towards a more fluent style of moving, with developing control and grace.</p> <p>*Develop overall body-strength, balance, coordination and agility</p> <p>*Combine different movements with ease and fluency.</p> <p>*Develop overall body strength, balance, coordination and agility.</p> <p>*Negotiate space and obstacles safely, with consideration for themselves and others. (Gross Motor Skills ELG)</p> <p><u>Expressive Arts & Design</u></p> <p>*Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>*Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>*Create collaboratively, sharing ideas, resources and skills.</p> <p>*Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>*Explore and engage in music making and dance, performing solo or in groups.</p> <p>Handa’s Surprise Animal Dance (series of lessons – returning to build on ideas from previous week)</p>	<p>TRADITIONAL TALES</p> <p><u>Physical Development</u></p> <p>*Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> - rolling - running - crawling - hopping - walking - skipping - jumping - climbing <p>*Progress towards a more fluent style of moving, with developing control and grace.</p> <p>*Develop overall body-strength, balance, coordination and agility</p> <p>*Combine different movements with ease and fluency.</p> <p>*Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</p> <p>*Develop overall body strength, balance, coordination and agility.</p> <p>*Negotiate space and obstacles safely, with consideration for themselves and others. (Gross Motor Skills ELG)</p> <p>*Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (Gross Motor Skills ELG)</p> <p><u>Expressive Arts & Design</u></p> <p>*Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>*Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>*Create collaboratively, sharing ideas, resources and skills.</p> <p>*Listen attentively, move to and talk about</p>	<p>IN THE GARDEN</p> <p><u>Personal, Social, Emotional Development</u></p> <p>*Work and play cooperatively and take turns with others. (Building Relationships ELG)</p> <p><u>Physical Development</u></p> <p>*Negotiate space and obstacles safely, with consideration for themselves and others. (Gross Motor Skills ELG)</p> <p>*Demonstrate strength, balance and coordination when playing. (Gross Motor Skills ELG)</p> <p>*Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (Gross Motor Skills ELG)</p> <p>Multiskills – Team games, throwing, catching, kicking, turn taking, running and chasing games, changing speeds and directions.</p>	<p>DINOSAURS.</p> <p><u>Personal, Social, Emotional Development</u></p> <p>*Work and play cooperatively and take turns with others. (Building Relationships ELG)</p> <p><u>Physical Development</u></p> <p>*Negotiate space and obstacles safely, with consideration for themselves and others. (Gross Motor Skills ELG)</p> <p>*Demonstrate strength, balance and coordination when playing. (Gross Motor Skills ELG)</p> <p>*Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (Gross Motor Skills ELG)</p> <p>Multiskills – Team games, throwing, catching, kicking, turn taking, running and chasing games, changing speeds and directions.</p>

	<p>Jumping off apparatus safely landing on two feet. Practise waiting for their turn.</p>	<p>Use a range of climbing and balancing apparatus. Including moving forwards, backwards and sideways. Developing balance and coordination. Jumping off apparatus safely and landing on two feet. Talking about the importance of regular physical exercise.</p>	<p>Dragon Dance . Yokids – Practise balance and holding a move. Create a combination of movements.</p>	<p>music, expressing their feelings and responses. *Watch and talk about dance and performance art, expressing their feelings and responses. *Explore and engage in music making and dance, performing solo or in groups. *Perform and try to move in time with music. <i>(Being Imaginative & Expressive ELG)</i></p> <p>Practise movement skills through games with beanbags, cones, balls and hoops. Target throwing games in pairs. Catching beanbags and balls. Rolling balls and hoops of different sizes Games with running, skipping, hopping, jumping and rolling included</p> <p>Dance and movement</p>		
1	<p>INTO THE WOODS I can 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 Move in different ways Change direction Increase and decrease speed Recognise when they would need to change direction or speed Negotiate space safely and appropriately YoKids – coordination, follow a routine</p>	<p>TELL ME A STORY I can perform dances using simple movement patterns. Follow a set routine Copy different movements Use learned movements to make a routine Work with others to create a performance</p>	<p>MUCK, MESS AND MIXTURES I can 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 I can participate in team games, developing simple tactics for attacking and defending YoKids – coordination, balance and hold poses. Follow a routine, move fluently between poses Work as a team. Throw and catch with a partner Understand rules as part of a game</p>	<p>PAWS, CLAWS AND WHISKERS I can 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 I can participate in team games, developing simple tactics for attacking and defending Show increasing control over different apparatus (balls, bats, etc.) Play games as part of a team Use simple tactics in a game to attack and defend</p>	<p>EXPLORATION AND DISCOVERY I can perform dances using simple movement patterns Follow specific steps to music Interpret music through movement Use learned steps to create their own dance Move rhythmically to the music</p>	<p>OLYMPICS I can 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 I can participate in team games, developing simple tactics for attacking and defending Understand a fair competition Be a good sport and understand that sometimes you might not win Take turns within a team Show coordination in different activities Negotiate space successfully and safely</p>
2	<p>OUT AND ABOUT I can 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 KEY SKILLS Develop short sequences on their own. Use imagination to find different ways of using apparatus. Form simple sequences of different actions using floor and apparatus. Have a clear start, middle and end. Have a clear focus when watching others perform Develop balance, agility and co-ordination. of travelling, stillness, jumping, timing, changing shape, size, direction <i>Gymnastics</i></p>	<p>HORRIBLE HISTORIES I can participate in team games, developing simple tactics for attacking and defending I can 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 KEY SKILLS: Be confident and safe in the spaces used to play games. Explore and use skills, actions and ideas individually and in combination to suit the game they are playing. Understand that being active is good for them and fun. Participate in team games. Pass and receive a ball in different ways with control and increased accuracy. Perform fielding techniques with increased control and co-ordination. Take part in multiskills event. Develop balance, agility and co-ordination. To explain why our body changes during exercise (Science) <i>Multiskills</i></p>	<p>WHERE THE WILD THINGS ARE <u>1st Half Dance</u> I can perform dances using simple movement patterns Use a range of vocabulary to describe moods and how dances make them feel. Remember and repeat simple dance phrases. Perform dances using simple movement patterns Evaluate and improve a dance performance by recording and viewing their rehearsals <u>2nd Half Invasion Games</u> I can participate in team games, developing simple tactics for attacking and defending I can 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 Recognise the best ways to score points and stop points being scored. Recognise how they work best with their partner. Use different rules and tactics for invasion games. Make it difficult for opponents. Keep the ball and find best places to score. Watch others accurately. Describe what they see and ask to copy others' ideas, skills and tactics. Recognise what is successful and how to use this knowledge. (Do they play well when hot or out of breath.) Participate in team games. Understand and develop tactics for attacking and defending.</p>	<p>GAME CHANGERS <u>Yokids</u> Develop short sequences on their own. Form simple sequences of different actions using floor and apparatus. Have a clear start, middle and end. Have a clear focus when watching others perform. <u>Dance</u> I can perform dances using simple movement patterns Use a range of vocabulary to describe moods and how dances make them feel. Remember and repeat simple dance phrases. Perform dances using simple movement patterns Evaluate their own dance saying how it could be improved</p>	<p>HOME AND AWAY <u>Net / Ball Games</u> I can participate in team games, developing simple tactics for attacking and defending I can 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 Focus on throwing and catching. Play games based on net games (like tennis and badminton). Children have an opportunity to play 1 v 1, 1 v 2, and 1 v 3. Play running and avoiding games. Explain how practicing skills can help you feel warmer and why is it good to play and get out of breath. Participate in team games. Pass and receive a ball in different ways with control and increased accuracy. Perform fielding techniques with increased control and co-ordination. <i>NET AND BALL GAMES</i></p>	