

PE CURRICULUM

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

NURSERY	RECEPTION	YEAR 1	YEAR 2
<p>Physical Development</p> <ul style="list-style-type: none"> *Continue to develop their movement. balancing, riding (scooters, trikes, and bikes) and ball skills. * Skip, hop, stand on one leg and hold a pose for a game like musical statues *Use large-muscle movements to wave flags or streamers, paint or make marks * Start taking part in some group activities which they make up for themselves, or in teams *Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. *Go up steps or stairs, or climb up apparatus, using alternative feet. *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>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> *Know and talk about the different factors that support overall health and wellbeing: <ul style="list-style-type: none"> -regular physical activity <p>Physical Development</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 - 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 *Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. *Combine different movements with ease and fluency. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> *Explore, use and refine a variety of artistic effects to express their ideas and feelings. *Return to and build on their previous learning, refining ideas and developing their ability to represent them. *Create collaboratively, sharing ideas, resources and skills. *Listen attentively, move to and talk about music, expressing their feelings and responses. *Explore and engage in music making and dance, performing solo or in groups. *Watch and talk about dance and performance art, expressing their feelings and responses. <p>EARLY LEARNING GOALS</p> <ul style="list-style-type: none"> *Explain the reasons for rules, know right from wrong and try to behave accordingly. <i>(Managing Self)</i> *Manage their own basic hygiene and personal needs, including dressing. <i>(Managing Self)</i> *Work and play cooperatively and take turns with others. <i>(Building Relationships)</i> *Negotiate space and obstacles safely, with consideration for themselves and others. <i>(Gross Motor Skills)</i> *Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <i>(Gross Motor Skills)</i> *Demonstrate strength, balance and coordination when playing. <i>(Gross Motor Skills)</i> *Perform and try to move in time with music. <i>(Being Imaginative & Expressive)</i> 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> *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 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> *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