

**P.E.**

**Early Years: Physical Development & Expressive Art and Design**

<b><u>3 &amp; 4-year-olds will be learning to:</u></b>	<b><u>Children in Reception will be learning to:</u></b>	<b><u>ELG:</u></b>
<p><b><u>Personal, Social and Emotional Development:</u></b></p> <ul style="list-style-type: none"> <li>Increasingly follow rule, understanding why they are important</li> <li>Do not always need an adult to remind them of a rule</li> </ul> <p><b><u>Physical Development:</u></b></p> <ul style="list-style-type: none"> <li>Continue to develop their movement, <b>balancing, riding</b> (scooters, trikes and bikes) and ball skills.</li> <li>Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li><b>Skip, hop, stand</b> on one leg and hold a pose for a game like musical statues.</li> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>Start taking part in some group activities which they make up for themselves, or in teams.</li> <li><b>Match</b> their developing physical skills to tasks and activities in the setting. For example, they <b>decide</b> whether to crawl, walk or run across a plank, depending on its length and width.</li> </ul>	<p><b><u>Personal, Social and Emotional Development:</u></b></p> <ul style="list-style-type: none"> <li>Manage their own needs</li> </ul> <p><b><u>Physical Development:</u></b></p> <ul style="list-style-type: none"> <li><b>Revise and refine</b> the fundamental movement skills they have already acquired: - <b>rolling - crawling - walking - jumping - running - hopping - skipping – climbing</b></li> <li>Progress towards a more fluent style of moving, with developing <b>control and grace</b>.</li> <li>Develop the overall body strength, <b>co-ordination, balance and agility</b> needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li><b>Combine</b> different movements with ease and fluency.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>Develop overall body-strength, <b>balance, co-ordination and agility</b></li> <li>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>Develop <b>confidence, competence, precision and accuracy</b> when engaging in activities that involve a ball.</li> </ul> <p>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian</p> <p><b><u>Expressive Art and Design:</u></b></p> <ul style="list-style-type: none"> <li>Return to and build on their previous learning, <b>refining</b> ideas and <b>developing</b> their ability to present them.</li> <li><b>Create</b> collaboratively, sharing ideas, resources and skills.</li> <li><b>Listen</b> attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li><b>Explore and engage</b> in music making and dance, performing solo or in groups.</li> </ul>	<p><b><u>Personal, Social and Emotional Development:</u></b></p> <p><b><u>Managing Self:</u></b></p> <p>Be confident to try new activities and show independence, <b>resilience and perseverance</b> in the face of a challenge <b><u>Building Relationships:</u></b></p> <ul style="list-style-type: none"> <li>Work and play co-operatively and take turns with others.</li> </ul> <p><b><u>Physical Development:</u></b></p> <p><b><u>Gross Motor Skills</u></b></p> <ul style="list-style-type: none"> <li><b>Negotiate</b> space and obstacles safely, with consideration for themselves and others.</li> <li><b>Demonstrate</b> strength, balance and coordination when playing.</li> <li><b>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</b></li> </ul> <p><b><u>Expressive Art and Design:</u></b></p> <p><b><u>Being Imaginative and Expressive</u></b></p> <ul style="list-style-type: none"> <li><b>Perform</b> songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</li> </ul>



P.E.

Dance

Pupils think about how to respond expressively to a stimulus through movement.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Copies and explores</b> basic movements and body patterns</p> <p><b>Remembers</b> simple movements and dance steps</p> <p><b>Links</b> movements to sounds and music.</p> <p><b>Responds</b> to range of stimuli.</p>	<p><b>Copies and explores</b> basic movements with clear control.</p> <p><b>Varies</b> levels and speed in sequence</p> <p>Can vary the size of their body shapes</p> <p>Add change of direction to a sequence</p> <p><b>Uses</b> space well and <b>negotiates</b> space clearly.</p> <p>Can <b>describe</b> a short dance using appropriate vocabulary.</p> <p><b>Responds</b> imaginatively to stimuli.</p>	<p>Beginning to <b>improvise</b> independently to create a simple dance.</p> <p>Beginning to <b>improvise</b> with a partner to <b>create</b> a simple dance.</p> <p><b>Translates</b> ideas from stimuli into movement with support.</p> <p>Beginning to <b>compare and adapt</b> movements and motifs to <b>create</b> a larger sequence.</p> <p><b>Uses</b> simple dance vocabulary to <b>compare and improve</b> work.</p>	<p>Confidently <b>improvises</b> with a partner or on their own.</p> <p>Beginning to <b>create</b> longer dance sequences in a larger group. <b>Demonstrating precision</b> and some control in response to stimuli. Beginning to <b>vary</b> dynamics and develop actions and motifs.</p> <p><b>Demonstrates</b> rhythm and spatial awareness. <b>Modifies</b> parts of a sequence as a result of self-evaluation.</p> <p><b>Uses</b> simple dance vocabulary to <b>compare and improve</b> work.</p>	<p>Beginning to <b>exaggerate</b> dance movements and motifs (using expression when moving) <b>Demonstrates</b> strong movements throughout a dance sequence. <b>Combines</b> flexibility, techniques and movements to <b>create</b> a fluent sequence.</p> <p><b>Moves</b> appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs.</p> <p>Beginning to show a change of pace and timing in their movements.</p> <p><b>Uses</b> the space provided to his maximum potential.</p> <p><b>Improvises</b> with confidence, still demonstrating fluency across their sequence.</p> <p><b>Modifies</b> parts of a sequence as a result of self and peer evaluation. <b>Uses</b> more complex dance vocabulary to <b>compare and improve</b> work.</p>	<p><b>Exaggerate</b> dance movements and motifs (using expression when moving)</p> <p><b>Performs</b> with confidence, using a range of movement patterns. <b>Demonstrates</b> a strong imagination when creating own dance sequences and motifs.</p> <p><b>Demonstrates</b> strong movements throughout a dance sequence. <b>Combines</b> flexibility, techniques and movements to create a fluent sequence.</p> <p><b>Moves</b> appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs.</p> <p>Beginning to show a change of pace and timing in their movements. Is able to <b>move</b> to the beat accurately in dance sequences. <b>Improvises</b> with confidence, still <b>demonstrating</b> fluency across their sequence. Dances with fluency, linking all movements and ensuring they flow.</p> <p><b>Demonstrates</b> consistent precision when performing dance sequences.</p> <p><b>Modifies</b> parts of a sequence as a result of self and peer evaluation. <b>Uses</b> more complex dance vocabulary to <b>compare and improve</b> work.</p>



**P.E.**

**Gym**

**Pupils think about how to perform actions, abilities and sequences as accurately and precisely as possible.**

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Copies and explores basic movements with some control and coordination. Can perform different body shapes. Performs at different levels. Can perform 2 footed jump. Can use equipment safely. Balances with some control. Can link 2-3 simple movements.</p>	<p>Explores and creates different pathways and patterns. Uses equipment in a variety of ways to create a sequence. Link movements together to create a sequence.</p>	<p>Applies compositional ideas independently and with others to create a sequence. Copies, explores and remembers a variety of movements and uses these to create their own sequence. Describes their own work using simple gym vocabulary. Beginning to notice similarities and differences between sequences. Uses turns whilst travelling in a variety of ways. Beginning to show flexibility in movements. Beginning to develop good technique when travelling, balancing, using equipment etc.</p>	<p>Links skills with control, technique, co-ordination and fluency. Understands composition by performing more complex sequences. Beginning to use gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Creates sequences using various body shapes and equipment. Combines equipment with movement to create sequences.</p>	<p>Select and combine their skills, techniques and ideas. Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Links skills with control, technique, co-ordination and fluency. Understands composition by performing more complex sequences.</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. Adapts sequences to include a partner or a small group. Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances.</p>

P.E.

Games

Pupils think about how to outwit the opposition

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can <b>travel</b> in a variety of ways including running and jumping.</p> <p>Beginning to <b>perform</b> a range of throws.</p> <p><b>Receives</b> a ball with basic control</p> <p>Beginning to <b>develop</b> hand-eye coordination</p> <p><b>Participates</b> in simple games</p>	<p>Confident to <b>send</b> the ball to others in a range of ways.</p> <p>Beginning to <b>apply</b> and <b>combine</b> a variety of skills (to a game situation)</p> <p><b>Develop</b> strong spatial awareness.</p> <p>Beginning to <b>develop</b> own games with peers.</p> <p><b>Understand</b> the importance of rules in games.</p> <p><b>Develop</b> simple tactics and use them appropriately.</p> <p>Beginning to <b>develop an understanding</b> of attacking/defending</p>	<p><b>Understands</b> tactics and composition by starting to <b>vary</b> how they respond.</p> <p><b>Vary</b> skills, actions and ideas and <b>link</b> these in ways that suit the games activity.</p> <p>Beginning to <b>communicate</b> with others during game situations.</p> <p><b>Uses</b> skills with coordination and control. <b>Develops</b> own rules for new games.</p> <p><b>Makes</b> imaginative pathways using equipment</p> <p>Works well in a group to develop various games.</p> <p>Beginning <b>to understand</b> how to compete with each other in a controlled manner. Beginning to <b>select</b> resources independently to carry out different skills.</p>	<p><b>Vary</b> skills, actions and ideas and <b>link</b> these in ways that suit the games activity.</p> <p><b>Shows</b> confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking</p> <p><b>Uses</b> skills with coordination, control and fluency.</p> <p><b>Takes part</b> in competitive games with a strong <b>understanding</b> of tactics and composition.</p> <p>Can <b>create</b> their own games using knowledge and skills.</p> <p>Works well in a group to <b>develop</b> various games.</p> <p><b>Compares and comments</b> on skills to support creation of new games.</p> <p>Can <b>make suggestions</b> as to what resources can be used to differentiate a game.</p> <p><b>Apply</b> basic skills for attacking and defending.</p> <p><b>Uses</b> running, jumping, throwing and catching in isolation and combination.</p>	<p><b>Vary</b> skills, actions and ideas and <b>link</b> these in ways that suit the games activity.</p> <p><b>Shows</b> confidence in using ball skills in various ways, and can link these together.</p> <p><b>Uses</b> skills with coordination, control and fluency.</p> <p><b>Takes part</b> in competitive games with a strong <b>understanding</b> of tactics and composition.</p> <p>Can <b>create</b> their own games using knowledge and skills.</p> <p>Can make <b>suggestions</b> as to what resources can be used to differentiate a game.</p> <p><b>Apply</b> basic skills for attacking and defending.</p> <p><b>Uses</b> running, jumping, throwing and catching in isolation and combination.</p>	<p><b>Vary</b> skills, actions and ideas and <b>link</b> these in ways that suit the games activity.</p> <p><b>Shows</b> confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking</p> <p>Keeps possession of balls during games situations.</p> <p><b>Consistently uses</b> skills with coordination, control and fluency.</p> <p><b>Takes part</b> in competitive games with a strong <b>understanding</b> of tactics and composition.</p> <p>Can <b>create</b> their own games using knowledge and skills.</p> <p><b>Modifies</b> competitive games.</p> <p><b>Compares and comments</b> on skills to support creation of new games.</p> <p>Can <b>make suggestions</b> as to what resources can be used to differentiate a game.</p> <p><b>Apply</b> knowledge of skills for attacking and defending.</p> <p><b>Uses</b> running, jumping, throwing and catching in isolation and in combination.</p>



GREENVALE PRIMARY SCHOOL



P.E.

Athletics

Pupils think about how to produce the best possible performance in relation to fastest longest highest nearest.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can run at different speeds. Can jump from a standing position <b>Performs</b> a variety of throws with basic control.</p>	<p>Can <b>change</b> speed and direction whilst running. Can jump from a standing position with accuracy. <b>Performs</b> a variety of throws with control and co-ordination. preparation for shot put and javelin and can <b>use</b> equipment safely</p>	<p>Beginning to run at speeds appropriate for the distance. e.g. sprinting and cross country Can <b>perform</b> a running jump with some accuracy <b>Performs</b> a variety of throws using a selection of equipment. Can <b>use</b> equipment safely and with good control.</p>	<p>Beginning to <b>build</b> a variety of running techniques and use with confidence. Can <b>perform</b> a running jump with more than one component. e.g. hop skip jump (triple jump) <b>Demonstrates</b> accuracy in throwing and catching activities. <b>Describes</b> good athletic performance using correct vocabulary. Can <b>use</b> equipment safely and with good control.</p>	<p>Beginning to <b>build</b> a variety of running techniques and <b>use</b> with confidence. Can <b>perform</b> a running jump with more than one component. e.g. hop skip jump (triple jump) Beginning to <b>record</b> peers performances, and <b>evaluate</b> these. <b>Demonstrates</b> accuracy and confidence in throwing and catching activities. <b>Describes</b> good athletic performance <b>using</b> correct vocabulary. Can <b>use</b> equipment safely and with good control.</p>	<p>Beginning to <b>build</b> a variety of running techniques and <b>use</b> with confidence. Can <b>perform</b> a running jump with more than one component. e.g. hop skip jump (triple jump) Beginning to <b>record</b> peers performances, and <b>evaluate</b> these. <b>Demonstrates</b> accuracy and confidence in throwing and catching activities. <b>Describes</b> good athletic performance <b>using</b> correct vocabulary. Can <b>use</b> equipment safely and with good control.</p>

Outdoor Adventurous Activities

Pupils think about how to solve problems and overcome challenges for a successful outcome.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p><b>Develops</b> listening skills. <b>Creates</b> simple body shapes. <b>Listens</b> to instructions from a partner/ adult. Beginning to <b>think</b> activities through and problem solve. <b>Discuss</b> and work with others in a group. <b>Demonstrates</b> an understanding of how to stay safe.</p>	<p><b>Develops</b> strong listening skills. <b>Uses</b> simple maps. Beginning to <b>think</b> activities through and problem solve. <b>Choose and apply</b> strategies to solve problems with support. <b>Discuss</b> and work with others in a group. <b>Demonstrates</b> an understanding of how to stay safe.</p>	<p><b>Develops</b> strong listening skills. <b>Uses and interprets</b> simple maps. <b>Think</b> activities through and problem solve using general knowledge. <b>Choose and apply</b> strategies to solve problems with support. <b>Discuss</b> and work with others in a group. <b>Demonstrates</b> an understanding of how to stay safe.</p>	<p><b>Develops</b> strong listening skills. <b>Uses and interprets</b> simple maps. <b>Think</b> activities through and problem solve using general knowledge. <b>Choose and apply</b> strategies to solve problems with support. <b>Discuss</b> and work with others in a group. <b>Demonstrates</b> an understanding of how to stay safe.</p>



GREENVALE PRIMARY SCHOOL



P.E.

Swimming

Pupils think about a range of the above.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Swims competently, confidently and proficiently over a distance of at least 25 metres <b>Uses</b> a range of strokes effectively e.g. front crawl, backstroke and breaststroke. <b>Performs</b> safe selfrescue in different water-based situations.			

Evaluation

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can <b>comment</b> on own and others performance Can <b>give comments</b> on how <b>to improve</b> performance. <b>Use</b> appropriate vocabulary when giving feedback.		<b>Watches and describes</b> performances accurately. Beginning to <b>think</b> about how they can improve their own work. Work with a partner or small group to <b>improve</b> their skills. <b>Make</b> suggestions on how to <b>improve</b> their work, <b>commenting</b> on similarities and differences.		<b>Watches and describes</b> performances accurately. Learn from others how they can <b>improve</b> their skills. <b>Comment</b> on tactics and techniques to help <b>improve</b> performances. Make suggestions on how to <b>improve</b> their work, <b>commenting</b> on similarities and differences.	

Healthy Lifestyles

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can <b>describe</b> the effect exercise has on the body Can <b>explain</b> the importance of exercise and a healthy lifestyle.		Can <b>describe</b> the effect exercise has on the body Can <b>explain</b> the importance of exercise and a healthy lifestyle. <b>Understands</b> the need to warm up and cool down.		Can <b>describe</b> the effect exercise has on the body Can <b>explain</b> the importance of exercise and a healthy lifestyle. <b>Understands</b> the need to warm up and cool down	



**Physical Development & P.E. coverage 2022-23 – GSP teaching units**  
**Hall/large space focus for teaching.**

Term	Reception			Year 1			Year 2		
<b>1</b>	Baseline Assessments in own learning area – not using main hall for teaching			BEAM – Infant Agility			Infant Agility		
<b>2</b>	Balanceability – External provider			Dance – external provider for CPD			Gymnastics		
<b>3</b>	Write Dance			Gymnastics <i>Dance Club after school</i>			Dance – external provider for CPD		
<b>4</b> <i>Dance – external provider for Topic Week focus</i>	Write Dance <b>(covering Co-ordination)</b>			Tennis			Tri Golf <i>Dance Club after school</i>		
<b>5</b>	Dance – external provider for CPD			Dance			Dance		
<b>6</b>	BEAM & <b>TBC AFTER ASSESSMENTS</b>			Tag Rugby			Rounders		
<b>GSP Teaching units:</b>	Agility	Balance	Co-Ordination	Cricket	Football	Rounders	Cricket	Football	Rounders
<b>*Assessment and needs led</b>	Jumping	Play	Target	Tennis	Tag Rugby	Tri Golf	Tennis	Tag Rugby	Tri Golf

\*GSP units: Those not covered will be used for outside play engagement.