



Overview

Pupils will develop basic object control skills. They will develop gross motor skills through using a range of equipment to strike, dribble, kick, throw and catch. Pupils will also start to develop their ability to follow instructions and complete tasks based on those instructions.

We will also start to explore very basic teamwork and communication aspects including taking turns and sharing

Overview

Develop basic game-based skills, particularly the FMS of throwing and catching. Pupils will develop resilience and teamwork through a range of games. Pupils will play games based on net/wall, strike & field, invasion and target type games. Pupils will have the opportunity to apply physical, emotional and tactical skills through a range of cooperative games and 1v1, 1v2 competitive games.

Overview

Further develop basic game-based skills, start to display mastery in fundamental movement skills (see physical skills below). Pupils will develop resilience and teamwork through a range of games. Pupils will play games based on net/wall, strike & field, invasion and target type games. Pupils will have the opportunity to further develop and apply physical, emotional and tactical skills through a range of cooperative and 1v1, 1v2 competitive games.

Developing physical skills

- Running
- Galloping
- Jumping
- Hopping
- Skipping
- Rolling a ball
- Throwing a ball
- Kicking a ball
- Catching skills
- Starting to strike/bat a static ball

Developing physical skills

- Running
- Galloping
- Side stepping
- Jumping
- Hopping
- Rolling a ball
- Underarm throw
- Kicking a ball
- Catching skills
- Striking/bating a static ball

Developing physical skills

- Running (N)
- Galloping (N)
- Side stepping (N)
- Jumping (N)
- Hopping (N)
- Rolling a ball (N)
- Throwing a ball (N)
- Kicking a ball (N)
- Catching skills (N)
- Dribbling skills
- Starting to strike/ball a moving ball
- Evasion skills

Whole child criteria: Head | Hand | Heart

- I can follow simple instructions and commands
- I can start to adapt/add my own ideas into my work
- I will continue to revise and refine Fundamental Movement Skills (see physical skills below)
- I can start to link actions together with increasing ease & fluency e.g jumping and stopping or running and skipping
- I can start to display travelling actions using different body parts
- I am progressing towards a more fluent style of moving with developing control and grace
- I can describe how the body feels during exercise
- I can use equipment safely and responsibly
- I can start to work collaboratively with others

Whole child criteria: Head | Hand | Heart

- I can start to link different actions together to create basic sequences
- I can understand when I am successful and I am willing to try more with guidance
- I can adapt actions to include apparatus
- I can coordinate my body to complete different balances and actions
- I can create simple gymnastics shapes
- I can travel using different body parts
- I can jump and land safely using basic jumps
- I can start to use basic compositional ideas such as direction, levels and tempo
- I can start to show confidence in PE when completing basic balances, shapes and dynamics
- I can work cooperatively with others
- I can work safely and responsibly when using apparatus

Whole child criteria: Head | Hand | Heart

- I can link simple balance and travelling actions to create short sequences
- I can adapt a sequence/task to include apparatus safely
- I can start to identify different elements of a performance
- I will develop my understanding of basic gymnastics terminology
- I can create a range of gymnastics shapes and start to link shapes together
- I can start to explore balances using different body parts individually and with a partner
- I can jump and land safely using a range of basic jumps
- I can continue to develop a range of basic compositional ideas including direction, levels, and tempo
- I can start to show confidence and some consistency when completing basic balances and actions
- I can work cooperatively with others
- I can work safely and responsibly when using apparatus



EYFS	Year 1	Year 2
<p>Character values</p> <ul style="list-style-type: none"> • Resilience • Friendship • Respect • Teamwork • Cooperation 	<p>Character values</p> <ul style="list-style-type: none"> • Resilience • Respect • Fair play • Teamwork • Cooperation • Thoughtfulness 	<p>Character values</p> <ul style="list-style-type: none"> • Resilience • Respect • Fair play • Teamwork • Cooperation • Thoughtfulness

End of key stage 1 outcomes

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.

Pupils should be taught to:

- 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