

EYFS Nursery Physical Development

Department for Education Educational Programme Development Matters (Non-statutory) 3 and 4 year olds		REAL P.E	
		What?	When?
	<p>→ I can practise balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>→ I can go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>→ I can skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>→ I can use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>Encourage children to paint, chalk or make marks with water on large vertical surfaces. Suggestion: use walls as well as easels to stimulate large shoulder and arm movements. These experiences help children to 'cross the mid-line' of their bodies. When they draw a single line from left to right, say, they do not need to pass the paintbrush from one hand to another or have to move their whole body along.</p> <p>Singing 'How Do You Do?' each morning crossing their hands to hold hands.</p> <p>Wake and Shake daily input-supporting ECAM movements;</p> <ul style="list-style-type: none"> • Balance and Vestibular • Proprioception • Walking, running • Sitting, squatting and standing • Hopping, jumping and skipping <p>Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Wake and Shake daily input-supporting ECAM movements</p> <p>Word Wise sessions-following patterns of repeated movements through body percussion, rhythm and rhyme.</p> <p>Lead movement-play activities when appropriate. These will challenge and enhance children's physical skills and development – using both fixed and flexible resources, indoors and outside.</p> <p>Model the vocabulary of movement – 'gallop', 'slither' – and encourage children to use it.</p> <p>Also model the vocabulary of instruction – 'follow', 'lead', 'copy' – and encourage children to use it.</p> <p>Everybody Do This – copying song</p> <p>Hall time-Developing listening and attention skills. Stop, go games based on a variety of movements</p>	<p>Daily opportunities in continuous provision;</p> <ul style="list-style-type: none"> → Creative Workshop → Investigation Station → Writing Area → Outdoor Learning <p>Daily adult led input for Wake and Shake and Word Wise</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. Encourage children to become more confident, competent, creative and adaptive movers. Then, extend their learning by providing opportunities to play outdoors in larger areas.</p> <p>Outdoor learning environment Using barrels, bikes, skipping ropes and balls Balance beams, balance boards, scooter boards and space hoppers</p>	
<p>Fine Motor Skills</p>	<p>→ I can choose the right resources to carry out my own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>→ I can collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>→ I can explain why safety is an important factor in handling tools and moving equipment and materials.</p> <p>→ I can follow clear and sensible rules to keep myself safe.</p> <p>→ I can use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>→ I can use a comfortable grip with good control when holding pens and pencils.</p> <p>→ I can show a preference for a dominant hand.</p>	<p>Begin by showing children how to use one-handed tools (scissors and hammers, for example) and then guide them with hand-over-hand help. Gradually reduce the help you are giving and allow the child to use the tool independently.</p> <p>Follow ‘Success with Scissors’ scheme. Daily Dough Disco and Funky Finger activity</p> <p>The tripod grip is a comfortable way to hold a pencil or pen. It gives the child good control. The pen is pinched between the ball of the thumb and the forefinger, supported by the middle finger with the other fingers tucked into the hand. You can help children to develop this grip with specially designed pens and pencils, or grippers. Encourage children to pick up small objects like individual gravel stones or tiny bits of chalk to draw with.</p> <p>Writing once a week in Best Writing Books Continuous opportunity for mark making using a variety of tools ECAM – Funky Finger ECAM movement activity available daily to support;</p> <ul style="list-style-type: none"> • Finger and thumb opposition • Wrist strength • Hand eye coordination • Pincer grip 	<p>‘Success with Scissors’ scheme followed</p> <p>Autumn 1-Introduce scissors Autumn 2-Make snips into paper Spring 1-Cut across a piece of paper Spring 2-Cut along a thick black line Summer 1-Cut along a thin black line Summer 2-Cut around a solid object</p> <p>Daily opportunities in continuous provision;</p> <ul style="list-style-type: none"> → Creative Workshop → Investigation Station → Writing Area → Outdoor Learning

		<p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Encourage children by helping them, but leaving them to do the last steps, such as pulling up their zip after you have started it off. Gradually reduce your help until the child can do each step on their own.</p> <p>Daily expectation for children to manage own coats and attempt to zip up</p> <p>Daily expectation for children to manage toilet skills independently.</p>	
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EYFS Reception Physical Development

Department for Education Statutory Guidance		REAL P.E	
		What?	When?
	<p>→ I can follow instructions, practise safely and work on simple tasks by myself.</p> <p>→ I enjoy working on simple tasks with help.</p>	Unit 1- Personal FUNS target (Fundamental movements) Co-ordination-footwork.	Autumn 1
	<p>→ I can work sensibly with others, taking turns and sharing.</p> <p>→ I can play with others and take turns and share with help.</p>	Unit 2- Social FUNS target- Dynamic balance to agility. Jumping and landing.	Autumn 2
	<p>→ I can understand and follow simple rules and can name some things I am good at.</p> <p>→ I can follow simple instructions.</p>	Unit 3- Cognitive FUNS target- Dynamic balance on a line.	Spring 1
	<p>Level 1-</p> <ul style="list-style-type: none"> - I can explore and describe different movements. <p>Level pre 1-</p> <ul style="list-style-type: none"> - I can observe and copy others. 	Unit 4- Creative (REAL Gym) FUNS target- Shape and travel within Gymnastics.	Spring 2 (Complete the first half of the unit)

	→ I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.	Unit 5- Applying Physical FUNS target- Co-ordination, sending and receiving.	Summer 1
	→ I am aware of why exercise is important for good health. → I am aware of the changes to the way I feel when I exercise.	Unit 6- Health and Fitness FUNS target- Agility, ball chasing.	Summer 2
Gross Motor	Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing Progress towards a more fluent style of moving, with developing control and grace. Provide children with regular opportunities to practise their movement skills alone and with others. Challenge children with further physical challenges when they are ready, such as climbing higher, running faster and jumping further. Encourage children to conclude movements in balance and stillness. Allow for time to be still and quiet. Suggestion: looking up at the sky, or sitting or lying in a den. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.	Through REAL P.E planned lessons and daily outside opportunities. Wake and Shake daily input-supporting ECAM movements; <ul style="list-style-type: none"> • Balance and Vestibular • Proprioception • Walking, running • Sitting, squatting and standing • Hopping, jumping and skipping ECAM – Funky Finger ECAM movement activity available daily to support; <ul style="list-style-type: none"> • Finger and thumb opposition • Wrist strength • Hand eye coordination • Pincer grip 	Daily opportunities in continuous provision; <ul style="list-style-type: none"> → Creative Workshop → Investigation Station → Writing Area → Outdoor Learning
Fine Motor	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.		

Year 1 Physical Education

Department for Education Statutory Guidance		REAL P.E	
		What?	When?
	<ul style="list-style-type: none"> ➔ I can say how my body feels before during and after exercise. I can use equipment appropriately and move and land safely. ➔ I am aware of why exercise is important for good health. <ul style="list-style-type: none"> - I am aware of the changes to the way I feel when I exercise. 	Unit 6- Health and Fitness FUNS target (Fundamental movements) Agility- ball chasing.	Autumn 1
	<ul style="list-style-type: none"> → I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance. I can explain why someone is performing well. → I can understand and follow simple rules and can name some things I am good at. → I can follow simple instructions. 	Unit 3- Cognitive FUNS target- Dynamic balance on a line.	Autumn 2
	Level 2- <ul style="list-style-type: none"> - I can perform a sequence of movements with some changes in level, direction or speed. - I can perform a range of skills with some control and consistency Level 1- <ul style="list-style-type: none"> - I can perform a small range of skills and link two movements together. - I can perform a single skill or movement with some control. 	Unit 5- Applying Physical (REAL Gym) FUNS target- Shape and travel within Gymnastics.	Spring 1 (Complete first half of unit)

	<ul style="list-style-type: none"> → I can begin to compare my movement and skills with those of others. I can select and link movements together to fit a theme. → I can explore and describe different movements. → I can observe and copy others. 	Unit 4- Creative FUNS target- Co-ordination, ball skills.	Spring 2
	<ul style="list-style-type: none"> → I can help praise and encourage other in their learning. → I can work sensibly with others, taking turns and sharing. → I can play with others and take turns and share with help. 	Unit 2- Social FUNS target- Dynamic balance to agility. Jumping and landing.	Summer 1
	<ul style="list-style-type: none"> → I try several times if at first I don't succeed and I ask for help when appropriate. → I can follow instructions, practise safely and work on simple tasks by myself. → I enjoy working on simple tasks with help. 	Unit 1- Personal FUNS target - Co-ordination, footwork.	Summer 2

Year 2 Physical Education

Department for Education Statutory Guidance		REAL P.E	
		What?	When?
	<ul style="list-style-type: none"> → I know where I am with my learning and I have begun to challenge myself. → I try several times if at first I don't succeed and I ask for help when appropriate. → I can follow instructions, practise safely and work on simple tasks by myself. 	Unit 1- Personal FUNS target (Fundamental movements) Co-ordination, footwork.	Autumn 1
	<ul style="list-style-type: none"> → I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas. 	Unit 2- Social FUNS target- Dynamic balance to agility. Jumping and landing.	Autumn 2

	<p>→ I can help praise and encourage other in their learning.</p> <p>→ I can work sensibly with others, taking turns and sharing.</p>		
	<p>Level 3-</p> <p>I can explain what I am doing well and I have begun to identify areas for improvement.</p> <p>Level 2-</p> <p>I can begin to order instructions, movements and skills.</p> <p>I can explain why someone is working or performing well.</p> <p>With help, I can recognise similarities and differences in performance</p> <p>Level 1-</p> <p>-I can name some things I am good at.</p> <p>-I can understand and follow simple rules.</p>	<p>Unit 3- Cognitive (REAL Gym)</p> <p>FUNS target- Shape and travel within Gymnastics.</p>	<p>Spring 1 (Complete the first half of the unit.)</p>
	<p>→ I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.</p> <p>→ I can begin to compare my movement and skills with those of others. I can select and link movements together to fit a theme.</p> <p>→ I can explore and describe different movements.</p>	<p>Unit 4- Creative</p> <p>FUNS target- Co-ordination, ball skills.</p>	<p>Spring 2</p>
	<p>→ I can perform and repeat longer sequences with clear shapes and controlled movement. I</p>	<p>Unit 5- Applying Physical</p> <p>FUNS target- Co-ordination, sending and receiving.</p>	<p>Summer 1</p>

	<p>can select and apply a range of skills with good control and consistency.</p> <p>→ I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.</p> <p>→ I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.</p>		
	<p>→ I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down.</p> <p>→ I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.</p> <p>→ I am aware of why exercise is important for good health.</p>	<p>Unit 6- Health and Fitness FUNS target – Agility, ball chasing.</p>	<p>Summer 2</p>

National Curriculum KS1 expectations.

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils: ♣ 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 ♣ lead healthy, active lives.

Attainment targets.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Early Years

Physical Development ELG: Gross Motor Skills

Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.