



# PE



## Early Learning Goals

### Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

	Before starting Reception, children should:	During Reception, the children will learn to:	By the end of Reception, children should:
Physical development	<ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>Skip, hop, stand 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>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired:               <ul style="list-style-type: none"> <li>rolling</li> <li>crawling</li> <li>walking</li> <li>jumping</li> <li>running</li> <li>hopping</li> <li>skipping</li> <li>climbing</li> </ul> </li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>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, other sport.</li> <li>Combine 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, balance, co-ordination and agility.</li> <li>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul>	<p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>

**EYFS Fundamental movement skills (Yellow challenge)**

Static balance: 1 leg	Static Balance: seated	Static balance: floor work	Static Balance: stance	Dynamic Balance: On a Line	Dynamic Balance: jumping & landing	Counter Balance: in pairs	Counter Balance: sending & receiving	Coordination: ball skills	Coordination: footwork	Agility: ball chasing	Agility: reaction & response
On both legs: Stand still for 10 seconds	Balance with both hands/ feet down.  Balance with 1 hand/2 feet down.  Balance with 2 hands/1 foot down.  Balance with 1 hand/1 foot down.  Balance with 1 hand/1 foot down.  Balance with no hands or feet down.	Hold mini-front support position.  Reach round and point to ceiling with either hand in mini-front support	Stand on line with good stance for 10 seconds.	Walk forwards with fluidity and minimum wobble. Walk backwards with fluidity and minimum wobble.	Jump from 2 feet to 2 feet forwards, backwards and side-to-side.	Sit holding hands with toes touching, lean in together then apart.  Sit holding 1 hand with toes touching, lean in together then apart.  Sit holding hands with toes touching and rock forwards, backwards and side-to-side.	Roll large ball and collect the rebound.  Roll small ball and collect the rebound.  Throw large ball and catch the rebound with 2 hands.	Sit and roll a ball along the floor around body using 2 hands.  Sit and roll a ball along the floor around body using 1 hand (right and left).  Sit and roll a ball down legs and around upper body using 2 hands.  Stand and roll a ball up and down legs and round upper body using 2 hands.	Side-step in both directions.  Gallop, leading with either foot.  Hop on either foot.  Skip.	Roll a ball, chase and collect it in balanced position facing opposite direction.  Chase a ball rolled by a partner and collect it in balanced position facing opposite direction.	From 1, 2 and 3 metres: React and catch large ball dropped from shoulder height after 2 bounces.  From 1, 2 and 3 metres: React and catch large ball dropped from shoulder height after 1 bounce.
<b>Personal</b>		<b>Social</b>		<b>Applying physical</b>		<b>Cognitive</b>		<b>Creative</b>		<b>Health and Fitness</b>	
I can follow instructions, practise safely and work on simple tasks by myself.  I enjoy working on simple tasks with help.		I can work sensibly with others, taking turns and sharing.  I can play with others and take turns and share with help.		I can perform a single skill or movement with some control.  I can perform a small range of skills and link two movements together.  I can move confidently in different ways.		I can understand and follow simple rules and can name some things I am good at.  I can follow simple instructions.		I can explore and describe different movements.  I can observe and copy others.		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.	

## National Curriculum 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.

	By the end of Year 2	By the end of Year 4	By the end of Year 6
	<ul style="list-style-type: none"> <li>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</li> <li>To participate in team games, developing simple tactics for attacking and defending</li> <li>To perform dances using simple movement patterns.</li> </ul>	<ul style="list-style-type: none"> <li>To use running, jumping, throwing and catching in isolation and in combination</li> <li>To play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>To perform dances using a range of movement patterns</li> <li>To take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>To swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>To perform safe self-rescue in different water-based situations</li> </ul>	

Fundamental movement skills	<p><b>Green</b> challenges:</p> <p>Static balance: 1 leg</p> <ul style="list-style-type: none"> <li>On both legs:                             <ul style="list-style-type: none"> <li>Stand still for 30 seconds.</li> <li>Complete 5 mini-squats.</li> </ul> </li> </ul>	<p><b>Red</b> challenges:</p> <p>Static balance: 1 leg</p> <ul style="list-style-type: none"> <li>On both legs                             <ul style="list-style-type: none"> <li>Stand still for 30 seconds with eyes closed.</li> <li>Complete 5 squats.</li> <li>Complete 5 ankle extensions.</li> </ul> </li> </ul>	<p><b>Blue</b> challenges:</p> <p>Static balance: 1 leg</p> <ul style="list-style-type: none"> <li>On both legs                             <ul style="list-style-type: none"> <li>Stand still on uneven surface for 30 seconds with eyes closed.</li> <li>Complete 10 squats into ankle extensions.</li> <li>Complete 5 squats with eyes closed.</li> </ul> </li> </ul>
	<p>Static balance: seated</p> <ul style="list-style-type: none"> <li>Pick up a cone from one side, swap hands and place it on the other side.</li> <li>Return the cone to the opposite side.</li> </ul>	<p>Static balance: seated</p> <ul style="list-style-type: none"> <li>Pick up a cone from one side and place it on the other side with same hand.</li> <li>Return it to the opposite side using the other hand.</li> <li>Sit in a dish shape and hold it for 5 seconds.</li> </ul>	<p>Static balance: seated</p> <ul style="list-style-type: none"> <li>Reach and pick up cone an arms distance away, swap hands and place it on the other side (both directions).</li> <li>Reach and pick up cone an arms distance away and place it on the other side using same hand (both directions).</li> <li>Hold a V-shape with straight arms and legs for 10 seconds.</li> </ul>
	<p>Static Balance: floor work</p> <ul style="list-style-type: none"> <li>Place cone on back and take it off with other hand in mini-front support.</li> <li>Hold mini-back support position.</li> <li>Place cone on tummy and take it off with other hand in mini-back support.</li> </ul>	<p>Static Balance: floor work</p> <ul style="list-style-type: none"> <li>Hold full front support position.</li> <li>Lift 1 arm and point to the ceiling with either hand in front support.</li> <li>Transfer cone on and off back in front support.</li> </ul>	<p>Static Balance: floor work</p> <ul style="list-style-type: none"> <li>Transfer tennis ball on and off back in a front support.</li> <li>Transfer cone on and off tummy in back support.</li> <li>Transfer tennis ball on and off tummy in back support.</li> </ul>
	<p>Static Balance: stance</p> <ul style="list-style-type: none"> <li>Stand on low beam with good stance for 10 seconds.</li> </ul>	<p>Static Balance: stance</p> <ul style="list-style-type: none"> <li>Receive a small force from various angles.</li> <li>Raise alternate feet 5 times.</li> <li>Raise alternate knees 5 times.</li> <li>Catch ball at chest height and throw it back.</li> </ul>	<p>Static Balance: stance</p> <ul style="list-style-type: none"> <li>Raise alternate knees to opposite elbow 5 times.</li> <li>Catch large ball thrown at knee height and above head.</li> <li>Catch large ball thrown away from body.</li> <li>Catch small ball thrown close to and away from body.</li> </ul>
	<p>Dynamic Balance: on a line</p> <ul style="list-style-type: none"> <li>Walk fluidly, lifting knees to 90°.</li> <li>Walk fluidly, lifting heels to bottom.</li> </ul>	<p>Dynamic Balance: on a line</p> <ul style="list-style-type: none"> <li>March, lifting knees and elbows up to a 90° angle.</li> <li>Walk fluidly with heel to toe landing.</li> <li>Walk fluidly, lifting knees and using heel to toe landing</li> <li>Walk fluidly, lifting heels to bottom and using heel to toe landing.</li> </ul>	<p>Dynamic Balance: on a line</p> <ul style="list-style-type: none"> <li>Walk fluidly, forwards and backwards, lifting heel to bottom, knees up and heel to toe landing.</li> <li>Lunge walk forwards (heel to bottom, knees up, extend leg, sink hips, heel to toe landing).</li> <li>Lunge walk forwards, bringing opposite elbow up to a 90° angle.</li> <li>Complete all red challenges with eyes closed.</li> </ul>

	<p>Dynamic Balance: jumping &amp; landing</p> <ul style="list-style-type: none"> <li>• Jump from 2 feet to 2 feet with quarter turn in both directions.</li> <li>• Stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot).</li> </ul>	<p>Dynamic Balance: jumping &amp; landing</p> <ul style="list-style-type: none"> <li>• Jump from 2 feet to 2 feet with 180° turn in either direction.</li> <li>• Complete a tucked jump.</li> <li>• Complete a tucked jump with 180° turn in either direction.</li> </ul>	<p>Dynamic Balance: jumping &amp; landing</p> <ul style="list-style-type: none"> <li>• Jump 2 feet to 2 feet forwards, backwards and side-to-side.</li> <li>• Hop forward and backwards, freezing on landing.</li> <li>• Jump 1 foot to other forwards and backwards, freezing on landing.</li> <li>• Hop sideways, raising knee and freezing on landing.</li> <li>• Jump 1 foot to other sideways, raising knee and freeze on landing.</li> </ul>
	<p>Counter Balance: in pairs</p> <ul style="list-style-type: none"> <li>• Hold on and, with a long base, lean back, hold balance and then move back together.</li> <li>• Hold on with 1 hand and, with a long base, lean back, hold balance and then move back together.</li> </ul>	<p>Counter Balance: in pairs</p> <ul style="list-style-type: none"> <li>• Hold on and, with a short base, lean back, hold balance and then move back together.</li> <li>• Hold on with 1 hand and, with a short base, lean back, hold balance and then move back together.</li> <li>• Perform above challenges with eyes closed.</li> </ul>	<p>Counter Balance: in pairs</p> <ul style="list-style-type: none"> <li>• Stand on 1 leg holding with 1 hand, lean back, hold balance and then move back together.</li> <li>• Stand on 1 leg while holding on to partner's opposite foot.</li> </ul>
	<p>Counter Balance: sending &amp; receiving</p> <ul style="list-style-type: none"> <li>• Throw tennis ball, catch rebound with same hand after 1 bounce.</li> <li>• Throw tennis ball, catch rebound with same hand without a bounce.</li> <li>• Throw tennis ball, catch rebound with other hand after 1 bounce.</li> <li>• Throw tennis ball, catch rebound with other hand without a bounce.</li> <li>• Strike large, soft ball along ground with hand 5 times in a rally.</li> </ul>	<p>Counter Balance: sending &amp; receiving</p> <ul style="list-style-type: none"> <li>• Strike a ball with alternate hands in a rally.</li> <li>• Kick a ball with the same foot.</li> <li>• Kick a ball with alternate feet.</li> <li>• Roll 2 balls alternately using both hands, sending 1 as the other is returning.</li> </ul>	<p>Counter Balance: sending &amp; receiving</p> <ul style="list-style-type: none"> <li>• Alternately throw and catch 2 tennis balls against a wall.</li> <li>• Throw 2 tennis balls against a wall and catch them with opposite hand (cross-over).</li> <li>• Throw 2 tennis balls against a wall in a circuit, in both directions.</li> </ul>
	<p>Coordination: ball skills</p> <ul style="list-style-type: none"> <li>• Sit and roll a ball up and down legs and round upper body using 1 hand.</li> <li>• Stand and roll a ball up and down legs and round upper body using 1 hand.</li> </ul>	<p>Coordination: ball skills</p> <ul style="list-style-type: none"> <li>• In 20 seconds or less: <ul style="list-style-type: none"> <li>○ Stand with legs apart and move a ball around 1 leg 16 times (right and left leg).</li> <li>○ Move a ball round waist 17 times.</li> <li>○ Stand with legs apart and move a ball around alternate legs 16 times.</li> </ul> </li> </ul>	<p>Coordination: ball skills</p> <ul style="list-style-type: none"> <li>• In 20 seconds or less: <ul style="list-style-type: none"> <li>○ Stand with legs apart and move ball in figure of 8 around both legs 12 times.</li> <li>○ Move ball around waist into figure of 8 around both legs 10 times.</li> <li>○ Move ball around waist and then around alternate legs 12 times.</li> <li>○ Stand with legs apart and perform 24 criss-crosses, with and then without a bounce.</li> </ul> </li> </ul>
	<p>Coordination: footwork</p> <ul style="list-style-type: none"> <li>• Combine side-steps with 180° front pivots off either foot.</li> <li>• Combine side-steps with 180° reverse pivots off either foot.</li> <li>• Skip with knee and opposite elbow at 90° angle.</li> <li>• Hopscotch forwards and backwards, hopping on the same leg (right and left)</li> </ul>	<p>Coordination: footwork</p> <ul style="list-style-type: none"> <li>• Hopscotch forwards and backwards, alternating hopping leg each time.</li> <li>• Move in a 3-step zigzag pattern forwards.</li> <li>• Move in a 3-step zigzag pattern backwards.</li> </ul>	<p>Coordination: footwork</p> <ul style="list-style-type: none"> <li>• Combine 3-step zigzag patterns with cross-over (swerve) when changing lead leg.</li> <li>• Move in 3-step zigzag pattern, with knee raise across body just before changing lead leg and direction.</li> <li>• Move in 3-step zigzag pattern, lifting foot up behind just before changing lead leg and direction.</li> </ul>
	<p>Agility: ball chasing</p> <ul style="list-style-type: none"> <li>• Start in seated/lying position, throw a bouncing ball, chase and collect it in balanced position facing opposite direction.</li> <li>• Start in seated/lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing opposite direction.</li> </ul>	<p>Agility: ball chasing</p> <ul style="list-style-type: none"> <li>• Chase a large rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction.</li> <li>• Chase a large bouncing ball, let it roll through legs and then collect it in balanced position facing the opposite direction.</li> <li>• Complete above challenges with tennis ball.</li> </ul>	<p>Agility: ball chasing</p> <ul style="list-style-type: none"> <li>• Roll and chase large ball, stopping it with knee sideways onto ball (long barrier position) facing opposite direction.</li> <li>• Perform above challenge with tennis ball.</li> <li>• Roll and chase large ball, stopping it with head in front support position facing opposite direction.</li> </ul>
	<p>Agility: reaction &amp; response</p> <ul style="list-style-type: none"> <li>• From 1, 2 and 3 metres: React and catch tennis ball dropped from shoulder height after 1 bounce.</li> </ul>	<p>Agility: reaction &amp; response</p> <ul style="list-style-type: none"> <li>• From 1, 2 and 3 metres: React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg.</li> </ul>	<p>Agility: reaction &amp; response</p> <ul style="list-style-type: none"> <li>• From 1, 2 and 3 metres: React and step across body, bring hand across body and catch tennis ball after 1 bounce.</li> </ul> <p><b>Pink</b> and <b>Black</b> challenges extend beyond End of KS2 expectations</p>

Swimming		<ul style="list-style-type: none"> <li>To swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>To perform safe self-rescue in different water-based situations</li> </ul>	
Personal	<ul style="list-style-type: none"> <li>I enjoy working on simple tasks with help.</li> <li>I can follow instructions, practise safely and work on simple tasks by myself.</li> <li>I try several times if at first I don't succeed and I ask for help when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>I know where I am with my learning and I have begun to challenge myself.</li> </ul>	<ul style="list-style-type: none"> <li>I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice.</li> </ul> <p>Exceeding:</p> <ul style="list-style-type: none"> <li>I see all new challenges as opportunities to learn and develop.</li> <li>I recognise my strengths and weaknesses and can set myself appropriate targets.</li> </ul>
Social	<ul style="list-style-type: none"> <li>I can play with others and take turns and share with help.</li> <li>I can work sensibly with others, taking turns and sharing.</li> <li>I can help, praise and encourage others in their learning.</li> </ul>	<ul style="list-style-type: none"> <li>I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas.</li> </ul>	<ul style="list-style-type: none"> <li>I cooperate well with others and give helpful feedback.</li> <li>I help organise roles and responsibilities and I can guide a small group through a task.</li> </ul> <p>Exceeding:</p> <ul style="list-style-type: none"> <li>I can give and receive sensitive feedback to improve myself and others.</li> <li>I can negotiate and collaborate appropriately.</li> <li>I can involve others and motivate those around me to perform better.</li> </ul>
Applying physical	<ul style="list-style-type: none"> <li>I can move confidently in different ways.</li> <li>I can perform a single skill or movement with some control.</li> <li>I can perform a small range of skills and link two movements together.</li> <li>I can perform a range of skills with some control and consistency.</li> <li>I can perform a sequence of movements with some changes in level, direction or speed.</li> </ul>	<ul style="list-style-type: none"> <li>I can perform and repeat longer sequences with clear shapes and controlled movement.</li> <li>I can select and apply a range of skills with good control and consistency.</li> </ul>	<ul style="list-style-type: none"> <li>I can perform a variety of movements and skills with good body tension.</li> <li>I can link actions together so that they flow in running, jumping and throwing activities.</li> </ul> <p>Exceeding:</p> <ul style="list-style-type: none"> <li>I can use combinations of skills confidently in sport specific contexts.</li> <li>I can perform a range of skills fluently and accurately in practice situations.</li> <li>I can effectively transfer skills and movements across a range of activities and sports.</li> <li>I can perform a variety of skills consistently and effectively in challenging or competitive situations.</li> </ul>
Cognitive	<ul style="list-style-type: none"> <li>I can follow simple instructions.</li> <li>I can understand and follow simple rules.</li> <li>I can name some things I am good at.</li> <li>I can begin to order instructions, movements and skills.</li> <li>With help, I can recognise similarities and differences in performance and explain why someone is working or performing well.</li> </ul>	<ul style="list-style-type: none"> <li>I can understand the simple tactics of attacking and defending.</li> <li>I can explain what I am doing well and I have begun to identify areas for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon.</li> <li>I can use my awareness of space and others to make good decisions.</li> </ul> <p>Exceeding:</p> <ul style="list-style-type: none"> <li>I have a clear idea of how to develop my own and others' work.</li> <li>I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents.</li> <li>I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop.</li> </ul>

Creative	<ul style="list-style-type: none"> <li>• I can observe and copy others.</li> <li>• I can explore and describe different movements.</li> <li>• I can begin to compare my movements and skills with those of others.</li> <li>• I can select and link movements together to fit a theme.</li> </ul>	<ul style="list-style-type: none"> <li>• I can make up my own rules and versions of activities.</li> <li>• I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.</li> </ul>	<ul style="list-style-type: none"> <li>• I can link actions and develop sequences of movements that express my own ideas.</li> <li>• I can change tactics, rules or tasks to make activities more fun or challenging.</li> </ul> <p>Exceeding:</p> <ul style="list-style-type: none"> <li>• I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others.</li> <li>• I can effectively disguise what I am about to do next.</li> <li>• I can use variety and creativity to engage an audience</li> </ul>
Health and Fitness	<ul style="list-style-type: none"> <li>• I am aware of the changes to the way I feel when I exercise.</li> <li>• I am aware of why exercise is important for good health.</li> <li>• I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe how and why my body changes during and after exercise.</li> <li>• I can explain why we need to warm up and cool down.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe the basic fitness components and explain how often and how long I should exercise to be healthy.</li> <li>• I can record and monitor how hard I am working.</li> </ul> <p>Exceeding:</p> <ul style="list-style-type: none"> <li>• I can self-select and perform appropriate warm up and cool down activities.</li> <li>• I can identify possible dangers when planning an activity.</li> <li>• I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event.</li> <li>• I can plan and follow my own basic fitness programme.</li> </ul>