

Key Content for Physical Education

Early Years Foundational Knowledge of PE

EYFS:

- Enjoy moving, when outdoors and inside.
- Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.
- Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls.
- Walk, run, jump and climb – and start to use the stairs independently.
- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- 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.
- 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.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Reception:

- 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.
- ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, coordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

| Cog | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Personal | <ul style="list-style-type: none"> • Follow instructions, practise safely and work on simple tasks by myself • Enjoy working on simple tasks with help | <ul style="list-style-type: none"> • Try several times if at first I don't succeed and ask for help when appropriate • Follow simple instructions, practise safely & work on simple tasks by myself • Enjoy working on simple tasks by myself | <ul style="list-style-type: none"> • Know where I am with my learning and I have begun to challenge myself • Try several times if at first I don't succeed and I ask for help when appropriate • Follow instructions, practise safely and work on simple tasks by myself | <ul style="list-style-type: none"> • Cope well and react positively when things become difficult • Persevere with a task and I can improve my performance through regular practice • Try several times if at first I don't succeed and I ask for help when appropriate | <ul style="list-style-type: none"> • Cope well and react positively when things become difficult • Know where I am with my learning and I have begun to challenge myself • Try several times if at first I don't succeed and I ask for help when appropriate | <ul style="list-style-type: none"> • Create my own learning plan and revise that plan when necessary • Accept critical feedback and make changes • See all new challenges as opportunities to learn and develop | <ul style="list-style-type: none"> • Recognise my strengths and weaknesses and can set myself appropriate targets • Cope well and react positively when things become difficult • Persevere with a task and improve my performance through regular practice |

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| Social | <ul style="list-style-type: none"> • Work sensibly with others, taking turns and sharing • Play with others and take turns and share with help | <ul style="list-style-type: none"> • help, praise and encourage others in their learning • Working sensibly with others, taking turns & sharing • Play with other and take turns and share with help | <ul style="list-style-type: none"> • Show patience and support others, listening well to them about our work • Help praise and encourage others in their learning • Work sensibly with others, taking turns and sharing | <ul style="list-style-type: none"> • Cooperate well with others and give helpful feedback • Help organise roles and responsibilities and guide a small group through a task • Help praise and encourage others in their learning | <ul style="list-style-type: none"> • Cooperate well with others and give helpful feedback • Show patience and support others, listening well to them about our work • Be happy to show and tell them about my ideas | <ul style="list-style-type: none"> • Involve others and motivate those around me to perform better • Give and receive sensitive feedback to improve myself and others. • Negotiate and collaborate appropriately | <ul style="list-style-type: none"> • Negotiate and collaborate appropriately • Cooperate well with others and give helpful feedback • Help organise roles and responsibilities and guide a small group through a task |
| Cognitive | <ul style="list-style-type: none"> • Understand and follow simple rules and can name some things I am good at • Follow simple instructions | <ul style="list-style-type: none"> • Begin to order instructions, movements & skills • Understand & follow simple rules • Follow simple instructions | <ul style="list-style-type: none"> • Understand the simple tactics of attacking and defending • Begin to order instructions, movements and skills • Understand and follow simple rules and name some things I am good at | <ul style="list-style-type: none"> • Understand ways (criteria) to judge performance and identify specific parts to continue to work upon. • Understand the simple tactics of attacking and defending. • Begin to order instructions, movements and skills | <ul style="list-style-type: none"> • Understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon • Use my awareness of space and others to make good decisions • With help recognise similarities and differences in performance and explain why someone is working or performing well | <ul style="list-style-type: none"> • Review, analyse and evaluate my own and others' strengths and weaknesses and read and react to different game situations as they develop • Have clear ideas of how to develop my own and others' work • Use my awareness of space and others to make good decisions | <ul style="list-style-type: none"> • Review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop • Recognise and suggest patterns of play which will increase chances of success and develop methods to outwit opponents • Understand ways (criteria) to judge performance and identify specific parts to continue to work upon |
| Creative | <ul style="list-style-type: none"> • Explore and describe different movements • Observe and copy others | <ul style="list-style-type: none"> • Compare my movements & skills with those of others • Explore & describe different movements • Observe & copy others | <ul style="list-style-type: none"> • Make up my own rules and versions of activities • Compare my movements and skills with those of others. • Select and link movements together to fit a theme | <ul style="list-style-type: none"> • Link actions and develop sequences of movements that express my own ideas • Respond differently to a variety of tasks or music and recognise similarities and differences in | <ul style="list-style-type: none"> • Change tactics, rules or tasks to make activities more fun or challenging • Make up my own rules and versions of activities. can begin to compare my movements and skills with those of others. | <ul style="list-style-type: none"> • Effectively disguise what I am about to do next • Use variety and creativity to engage an audience • Respond imaginatively to different situations, adapting and adjusting my skills, movements or | <ul style="list-style-type: none"> • Effectively disguise what I am about to do next • Link actions and develop sequences of movements that express my own ideas • Change tactics, rules or tasks to make activities |

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| | | | <ul style="list-style-type: none"> Perform and repeat longer sequences with clear shapes and controlled movement | <p>movements and expression</p> <ul style="list-style-type: none"> Compare my movements and skills with those of others. | <ul style="list-style-type: none"> Select and link movements together to fit a theme | <p>tactics so they are different from or in contrast to others</p> | <p>more fun or challenging</p> |
| Applying Physical | <ul style="list-style-type: none"> Perform a single skill or movement with some control Perform a small range of skills and link two movements together Move confidently in different ways | <ul style="list-style-type: none"> Perform a range of skills with some control and consistency. Perform a small range of skills and link two movements together Move confidently in different ways | <ul style="list-style-type: none"> Make up my own rules and versions of activities Compare my movements and skills with those of others. Select and link movements together to fit a theme Perform and repeat longer sequences with clear shapes and controlled movement Perform a range of skills with some control and consistency Perform a small range of skills and link two movements together | <ul style="list-style-type: none"> Perform a variety of movements and skills with good body tension. Perform and repeat longer sequences with clear shapes and controlled movement. Perform a sequence of movements with some changes in level, direction or speed | <ul style="list-style-type: none"> Link actions together so that they flow in running, jumping and throwing activities Select and apply a range of skills with good control and consistency Perform a range of skills with some control and consistency | <ul style="list-style-type: none"> Effectively transfer skills and movements across a range of activities and sports Perform a variety of skills consistently and effectively in challenging or competitive situations Use combinations of skills confidently in sport specific contexts | <ul style="list-style-type: none"> Perform a range of skills fluently and accurately in practice situations Perform a variety of movements and skills with good body tension Link actions together so that they flow in running, jumping and throwing activities |
| Health and Fitness | <ul style="list-style-type: none"> Be aware of why exercise is important for good health Be aware of the changes to the way I feel when I exercise | <ul style="list-style-type: none"> Say how my body feels before, during and after exercise. Use equipment appropriately and move and land safely Be aware of why exercise is important for good health | <ul style="list-style-type: none"> Describe how and why my body feels during and after exercise Say how my body feels before, during and after exercise Use equipment appropriately and move and land safely | <ul style="list-style-type: none"> Describe the basic fitness components and explain how often and how long I should exercise to be healthy Describe how and why my body feels during and after exercise Use equipment appropriately and move and land safely | <ul style="list-style-type: none"> Record and monitor how hard I am working Explain why we need to warm up and cool down Use equipment appropriately and move and land safely | <ul style="list-style-type: none"> Explain how individuals need different types and levels of fitness to be more effective in their activity/role/event Plan and follow my own basic fitness programme Self select and perform appropriate warm up and cool down activities | <ul style="list-style-type: none"> Identify possible dangers when planning an activity Describe the basic fitness components and explain how often and how long I should exercise to be healthy Record and monitor how hard I am working |

