

Strand	Early Years	Year 1	Year 2	Year 3
Gymnastics	<p>Pupils should:</p> <ul style="list-style-type: none"> Developed confidence in fundamental movements Experience jumping, rolling, moving over, under and on apparatus Develop coordination and gross motor skills Refine a variety of shapes, jumps, balances and rolls Link simple balance, jump and travel actions 	<p>Pupils should:</p> <ul style="list-style-type: none"> Identify and use simple gymnastics and shapes Apply basic strength to a range of gymnastic actions Perform a variety of basic gymnastics actions showing control Know how to twist, turn, spin, rock and roll and link these into movement patterns Perform longer movement phrases and link with confidence 	<p>Pupils should:</p> <ul style="list-style-type: none"> Describe and explain how performers can transition and link gymnastic elements Perform with control and consistency, basic actions at different speeds and on different levels Challenge themselves to develop strength and flexibility Be able to perform a simple sequence that is judged using simple gymnastic scoring Develop body management through a range of floor exercises Use core strength to link recognised gymnastics elements Use rhythm while performing a sequence 	<p>Pupils should:</p> <ul style="list-style-type: none"> Modify actions independently using different pathways, directions and shapes Consolidate and improve the quality of movements and gymnastic actions Relate strength and flexibility to the actions and movements they are performing Use basic compositional ideas to improve sequence work Identify similarities and differences in sequences Develop body management over a range of floor exercises Attempt to bring explosive moves into floor work through jumps and leaps Show increasing flexibility in shapes and balances
	<p>EYFS Framework Listening and Attention ELG: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>Physical Development ELG: Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing</p>	<p>National Curriculum outcomes: 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</p>	<p>National Curriculum outcomes: 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</p>	
Dance	<p>EYFS link to Physical Development Pupils should:</p> <ul style="list-style-type: none"> Recognise that actions can be reproduced in time to music; beat patterns and different speeds Perform a wide variety of dance actions both similar and contrasting Be able copy, repeat and perform simple movement patterns Count and move to beats of 8 Work as an individual, in partners and as a group 	<p>Pupils should:</p> <ul style="list-style-type: none"> Respond to a range of stimuli and types of music Explore space, direction, levels and speeds Create actions and perform movements with different body parts Be able to build simple movement patterns from given actions Compose and link actions to make simple movement phrases Respond appropriately to supporting concepts such as canon and levels 	<p>Pupils should:</p> <ul style="list-style-type: none"> Be able to describe and explain how performers can transition and link shapes and balances Perform basic actions with control and consistency at different speeds and on different levels Move imaginatively responding to music Work as part of group to create and perform short movement sequences to music Explore relationships through different dance formations Explain the importance of emotion and feeling in dance 	<p>Pupils should:</p> <ul style="list-style-type: none"> Practise different sections of a dance aiming to put together a performance Perform using facial expressions Perform with a prop Build stylistic qualities of Barn Dance through repetition and applying movement to own bodies Build basic creative choreography skills in

			<ul style="list-style-type: none"> Use the stimuli to copy, repeat and create dance actions and motifs 	travelling, dynamics and partner work in the specific style of Barn Dance
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Athletic Activities	<p>EYFS link to Physical Development Pupils should:</p> <ul style="list-style-type: none"> Travel with some control and coordination Be able to change direction at speed through instructions and by choice Recognise difference actions such as; moving softly, quietly, quickly and powerfully Send a receive objects with different body parts 	<p>Pupils should:</p> <ul style="list-style-type: none"> Refine a range of running which includes varying pathways and speeds. Pupils to link running and jumping Develop throwing techniques to send objects over a long distance Increase stamina and core strength Improve strength, balance, agility and coordination 	<p>Pupils should:</p> <ul style="list-style-type: none"> Developed power, agility, coordination and balance Throw and handle a variety of objects Negotiate obstacles by showing increased control of body and limbs Improved running and jumping movements and work for sustained periods Improve jumping for distance and height 	<p>Pupils should:</p> <ul style="list-style-type: none"> Control movements and body actions in response to specific instructions Demonstrate agility and speed Jump for height and distance with control and balance Throw with speed and power and apply appropriate force
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Games	<p>EYFS link to Physical Development</p> <p>Pupils should:</p> <ul style="list-style-type: none"> • Demonstrate agility by playing games and turn taking • Recognise and follow instructions • Work as an individual and part of a group to match • Send and receive objects using different body parts • Work with others to control objects in space • Coordinate body parts such as hand-eye, foot-eye over a variety of activities 	<p>Pupils should:</p> <ul style="list-style-type: none"> • Able to hit objects with hand or bat • Track and retrieve a rolling ball • Develop sending and receiving skills to benefit fielding • Select and apply skills to beat the opposition • Begin to engage in competitive activities and recognise rules • Use and apply certain strategies for invasion games 	<p>Pupils should:</p> <ul style="list-style-type: none"> • Develop hitting skills with a variety of bats and return a moving ball • Play the role of wicketkeeper and backstop • Can send and receive a ball using feet • Recall and link combinations of skills (e.g. dribbling and passing) • Work with others to build basic attacking play 	<p>Pupils should:</p> <ul style="list-style-type: none"> • Apply basic skills of throwing, catching, kicking and dribbling to invasion games • Show basic control when sending and receiving the ball • Able to implement basic rules of modified games • To develop a range of skills to use in isolation and a competitive context • Work cooperatively with others
	<p>EYFS Framework</p> <p>Listening and Attention ELG:</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>Gross Motor skills ELG:</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others</p> <p>Demonstrate strength, balance and coordination when playing</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>	<p>National Curriculum outcomes:</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>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</p>	<p>National Curriculum outcomes:</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>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</p>	
	Early Years Foundation Stage Profile Links:			
	<p>EYFS link to Communication and Language:</p> <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important • Learn new vocabulary • Ask questions to find out more and to check they understand what has been said to them <p>EYFS link to Physical Development:</p> <ul style="list-style-type: none"> • Learn and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing 			

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| | <ul style="list-style-type: none">• Progress towards a more fluent style of moving, with developing control and grace• 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• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor• 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, co-ordination and agility• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming |
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