

Banks Lane Infant & Nursery

PE Curriculum



Intention

PE teaches us the importance of exercise as part of a healthy lifestyle. It develops physical strength, coordination and control as well as helping us to value collaboration and recognise the importance of effort and personal excellence.

Collaboration | Effort | Excellence | Respect
And that we can make a difference

Progression from EYFS to KS1

By the end of EYFS, children 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. 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, paintbrushes and cutlery. Begin to show accuracy and care when drawing. ***By the end of KS1***: Previous learning will be built upon further as children 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 will be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

PE Experiences & Opportunities (Cultural Capital)

Freddie Fit, Infant Sport Festivals, Scoot Fest, Sports Morning, Netball Club, UK Sports Dance and Football Club, Be Active afternoon, Play Leaders, SHAPES competitions, Outdoor Learning

Physical Education is the goal of developing physical literacy: physical, social, emotional and thinking.

Substantive Concepts are the core subject knowledge and vocabulary used about the sporting disciplines and the contribution of sporting figures from a range of sports. We explore these through the lenses of substantive concepts which are taught through explicit vocabulary instruction as well as through the direct content and context of the study. The substantive concepts that we develop through our Physical Education curriculum are: **Introduction to PE, Fundamentals, Gymnastics, Dance, Ball Skills, Invasion Games, Sending and Receiving, Striking and Fielding, Team Building, Athletics, Targets Games, Yoga.**

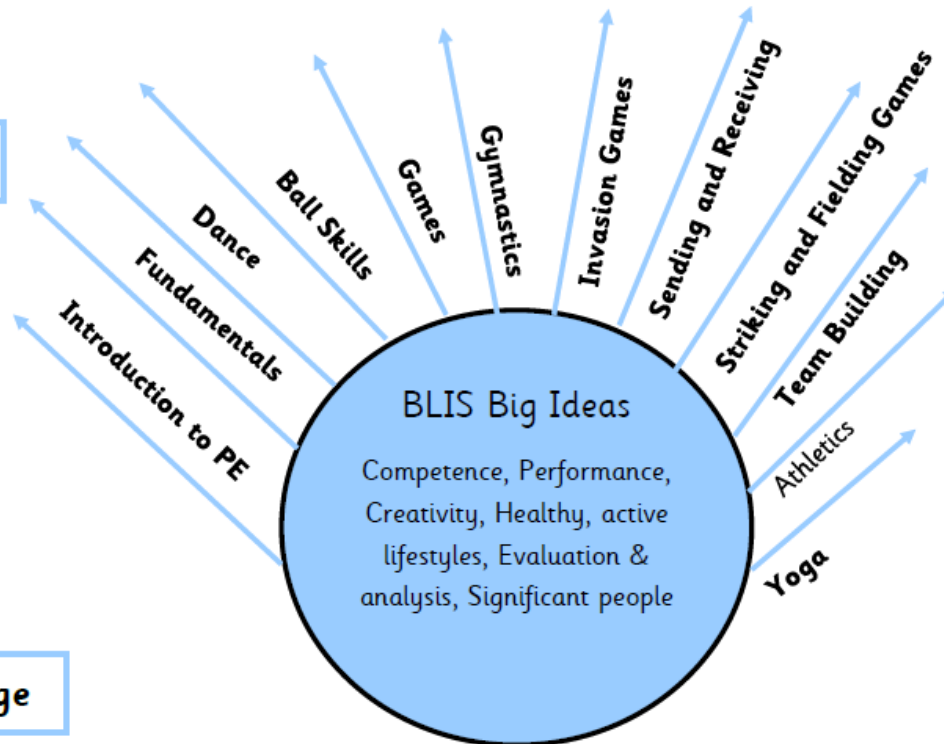
Fingertip knowledge is the factual knowledge concerning movement, rules, tactics, strategies, health and participation. It is explicitly linked to the content being taught. Pupils demonstrate their declarative knowledge through question-and-answer sections of a lesson or spoken or written observations of a practical demonstration. We provide pupils with the explicit vocabulary teaching and give them opportunities to verbalise their strengths and limitations, and to communicate ideas, decisions and choices they make during an activity they undertake or one that they observe.

Disciplinary and procedural knowledge is the physical literacy (motivated to move, confident to move, competent to move) required for the **goal of physical education**, a goal that can be articulated and defended with confidence to reveal the intrinsic value of physical activity. Physical Literacy is developed through the application of 4 disciplinary and procedural concepts that are systematically developed in our PE curriculum:

- **Physical** – physical activity and participation in sport
- **Social and Emotional** - sportsmanship, motivation, communication, co-operation
- **Thinking** - develop critical thinking, problem-solving, and decision-making abilities

Fingertip Knowledge

Substantive Concepts



Disciplinary Knowledge

EYFS

- Physical - physical activity and participation in sport
- Social & Emotional: sportsmanship, motivation, communication, co-operation
- Thinking - develop critical thinking, problem-solving, and decision-making abilities

KS1

- Physical - physical activity and participation in sport
- Social & Emotional: sportsmanship, motivation, communication, co-operation
- Thinking - develop critical thinking, problem-solving, and decision-making abilities

KS2

- Physical - physical activity and participation in sport
- Social & Emotional: sportsmanship, motivation, communication, co-operation
- Thinking - develop critical thinking, problem-solving, and decision-making abilities

	Nursery	Reception	Year 1	Year 2
Autumn	Introduction to PE 1	Introduction to PE 2 Fundamentals 2	Fundamentals Gymnastics Dance Ball Skills	Dance Gymnastics Gymnastics Ball Skills
Spring	Fundamentals 1 Dance 1	Dance 2 Gymnastics 2	Gymnastics Invasion Games Dance Sending and Receiving	Dance Invasion Games Yoga Sending and Receiving
Summer	Ball Skills 1 Games 1 Gymnastics 1	Balls Skills 2 Games 2	Striking and Fielding Team Building Athletics Target Games	Striking and Fielding Team Building Athletics Target Games

EY Overview of Progression

Educational Programme-EYFS Framework

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.

Nursery Development Matters	Reception Development Matters	Early Learning Goals
<ul style="list-style-type: none">• Continue to develop their movement, balancing, riding (scooter, trikes and bikes) and ball skills.• Go up steps and stairs, or climb apparatus, using alternative feet.• Skip, hop, stand on one leg and hold a pose for a game like musical statues.• Use large-muscle movements to wave flags and streamers, paint and make marks.• Start taking part in some activities which they make up for themselves, or in teams.• Are increasingly 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 along a plank, depending on its length and width.	<ul style="list-style-type: none">• 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.• 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.• 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.• 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.• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.• Develop the foundations of a handwriting style which is fast, accurate and efficient.• Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes.	<p>Fine Motor Skills 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, paintbrushes and cutlery.</p> <p>Gross Motor Skills Begin to show accuracy and care when drawing. 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.</p>

Big Ideas (Key Concepts)

Physical Literacy	EYFS	KS1	KS2 (what we are preparing our children for)
<p>Physical – physical activity and participation in sport</p>	<p>Introduction to PE 1 - run, jump, hop, skip, balance, crawl</p> <p>Fundamentals 1 - balance, run, jump, hop, change direction</p> <p>Dance 1 - actions, dynamics, space</p> <p>Ball Skills 1 - roll, stop a rolling ball, throw, bounce, catch, dribble with feet, kick</p> <p>Games 1 - run, balance, change direction, throw, catch</p> <p>Gymnastics 1 - shapes, balances, jumps, rocking, rolling, travel</p> <p>Introduction to PE 2 - Physical: run, jump, throw, catch, roll, skip</p> <p>Fundamentals 2 - run, jump, hop, balance, change direction, travel</p> <p>Dance 2 - actions, dynamics, space</p> <p>Gymnastics 2 - shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll, travelling</p> <p>Balls Skills 2 - roll, track, throw, dribble with hands, dribble with feet, kick, catch</p> <p>Games 2 - run, change direction, throw, catch, strike</p>	<p>Fundamentals Y1 - balance, jump, hop, run, speed, agility, dodge, skip, co-ordination</p> <p>Gymnastics Y1 - travelling actions, shapes, balances, shape jumps, barrel roll, straight roll, forward roll</p> <p>Gymnastics Y2 - shapes, balances, travelling actions, shape jumps, barrel roll, straight roll, forward roll</p> <p>Dance Y1 - actions, dynamics, space, relationships</p> <p>Dance Y2 - actions, dynamics, space, relationships</p> <p>Ball Skills 1 - dribble with hands, roll, throw, catch, dribble with feet, track</p> <p>Ball Skills 2 - roll, track, dribble with feet, kick, throw, catch, dribble with hands</p> <p>Invasion Games 1 - dribble, throw, catch, kick, receive, run, jump, change direction, change speed</p> <p>Invasion Games 2 - dribble, throw, catch, kick, receive, run, jump, change direction, change speed</p> <p>Sending and Receiving 1 - roll, throw, catch, track, kick, receive with feet, send with racket</p> <p>Sending and Receiving 2 - roll, track, catch, receive with feet, kick, send and receive with a racket</p>	<p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>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.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Perform dances using a range of movement patterns.</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</p> <p>Perform safe self-rescue in different water-based situations.</p>

		<p>Striking and Fielding 1 - underarm throw, overarm throw, catch, track, bat</p> <p>Striking and Fielding 2 - underarm throw, overarm throw, catch, track, bowl, bat</p> <p>Team Building 1 - run, jump, hit, balance, co-ordination</p> <p>Team Building 2 - balance, jump, run, co-ordination</p> <p>Athletics 1 - run, balance, agility, co-ordination, hop, jump, leap, throw</p> <p>Athletics 2 - run, jump for distance, jump for height, throw for distance, throw for accuracy</p> <p>Target Games 1 - underarm throw, overarm throw</p> <p>Target Games 2 - roll, overarm throw, underarm throw, strike, dodge, jump</p> <p>Yoga - balance, strength, flexibility, co-ordination</p>	
<p>Social and Emotional – sportsmanship, motivation, collaboration, co-operation</p>	<p>Introduction to PE 1 - <u>Social</u>: share, communication, work safely, co-operation, leadership <u>Emotional</u>: independence, perseverance, confidence</p> <p>Fundamentals 1 - <u>Social</u>: support others, work safely, take turns <u>Emotional</u>: honesty, determination</p> <p>Dance 1 - <u>Social</u>: work safely, respect, collaboration <u>Emotional</u>: independence, confidence</p> <p>Ball Skills 1 - <u>Social</u>: work safely, collaboration, co-operation, support others <u>Emotional</u>: perseverance, independence, honesty</p> <p>Games 1 - <u>Social</u>: work safely, communication, co-operation, support and encourage others</p>	<p>Fundamentals Y1 - <u>Social</u>: collaboration, work safely, support others <u>Emotional</u>: determination, self regulation, honesty, perseverance</p> <p>Gymnastics Y1 - <u>Social</u>: respect, collaboration, sharing, work safely <u>Emotional</u>: confidence, self regulation, perseverance</p> <p>Gymnastics Y2 - <u>Social</u>: leadership, work safely, respect <u>Emotional</u>: confidence, independence</p> <p>Dance Y1 - <u>Social</u>: respect, work safely, collaboration, communication <u>Emotional</u>: empathy, confidence, acceptance, determination, kindness</p> <p>Dance Y2 - <u>Social</u>: respect, collaboration, work safely, communication <u>Emotional</u>: independence, confidence, perseverance, determination</p> <p>Ball Skills 1 - <u>Social</u>: communication, support</p>	<p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>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.</p> <p>Perform dances using a range of movement patterns.</p>

Emotional: confidence, honesty, determination, manage emotions

Gymnastics 1 - Social: work safely, collaboration, share and take turns Emotional: determination, confidence

Introduction to PE 2 - Social: work safely, co-operation, support others, communication Emotional: honesty, confidence, perseverance, determination

Fundamentals 2 - Social: work safely, support others, share and take turns, co-operation Emotional: perseverance, honesty, determination, confidence, acceptance

Dance 2 - Social: work safely, respect, collaboration Emotional: confidence, independence

Gymnastics 2 - Social: work safely, collaboration, share and take turns, support others Emotional: determination, confidence

Balls Skills 2 - Social: co-operation, take turns, work safely, communication Emotional: perseverance, independence, determination, honesty

Games 2 - Social: communication, help others, respect, take turns, co-operation Emotional: perseverance, honesty, determination, manage emotions

others, co-operation Emotional: perseverance, honesty, determination

Ball Skills 2 - Social: inclusion, communication, collaboration, leadership Emotional: independence, honesty, perseverance, determination

Invasion Games 1 - Social: supporting others, communication, co-operation, kindness Emotional: perseverance, confidence, honesty

Invasion Games 2 - Social: supporting others, communication, co-operation, kindness Emotional: perseverance, confidence, honesty

Sending and Receiving 1 - Social: support others, communication Emotional: determination, honesty, independence

Sending and Receiving 2 - Social: communication, collaboration, leadership Emotional: honesty, determination

Striking and Fielding 1 - Social: communication, collaboration, support and encourage others, kindness Emotional: manage emotions, honesty, perseverance

Striking and Fielding 2 - Social: communication, encourage others, collaboration Emotional: honesty, perseverance, determination, acceptance

Team Building 1 - Social: trust, communication, inclusion Emotional: determination, confidence

Team Building 2 - Social: support and encourage others, communication, inclusion, trust, kindness Emotional: perseverance, confidence, determination, accepting

Athletics 1 - Social: work safely, collaboration Emotional: perseverance, independence, honesty,

		<p>determination</p> <p>Athletics 2 - <u>Social</u>: communication, work safely, support others <u>Emotional</u>: determination, independence</p> <p>Target Games 1 - <u>Social</u>: collaboration, leadership, work safely, encourage others <u>Emotional</u>: perseverance, honesty</p> <p>Target Games 2 - <u>Social</u>: congratulate, support others, co-operation, kindness <u>Emotional</u>: manage emotions, honesty</p> <p>Yoga - <u>Social</u>: move safely, listen to others, collaborate <u>Emotional</u>: concentration, focus, identify feelings</p>	
<p>Thinking – develop critical thinking, problem solving and decision-making abilities</p>	<p>Introduction to PE 1 - select and apply actions, comprehension, reflection, make decisions</p> <p>Fundamentals 1 - decision making, comprehension, select and apply</p> <p>Dance 1 - select and apply actions, creativity, exploration, recall, provide feedback</p> <p>Ball Skills 1 - use tactics, comprehension</p> <p>Games 1 - comprehension, decision making</p> <p>Gymnastics 1 - comprehension, creativity, select and apply</p> <p>Introduction to PE 2 - comprehension, make decisions, creativity</p> <p>Fundamentals 2 - comprehension, creativity, select and apply, exploration</p> <p>Dance 2 - comprehension, provide feedback, select and apply actions, creativity</p>	<p>Fundamentals Y1 - comprehension, select and apply skills</p> <p>Gymnastics Y1 - comprehension, select and apply action, creativity</p> <p>Gymnastics Y2 - select and apply actions, creativity</p> <p>Dance Y1 - creativity, select and apply actions, copy and repeat actions, provide feedback, recall</p> <p>Dance Y2 - provide feedback, comprehension, reflection, observation, creativity</p> <p>Ball Skills 1 - exploration, make decisions, comprehension, use tactics</p> <p>Ball Skills 2 - comprehension, select and apply skills, use tactics</p> <p>Invasion Games 1 - comprehension, identifying strengths and areas for development, select and apply</p> <p>Invasion Games 2 - comprehension, identifying</p>	<p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Apply basic principles suitable for attacking and defending.</p>

Gymnastics 2 - comprehension, creativity, select and apply

Balls Skills 2 - comprehension, use tactics

Games 2 - comprehension, decision making, select and apply, reflection

strengths and areas for development, select and apply

Sending and Receiving 1 - comprehension, select and apply skills

Sending and Receiving 2 - identifying how to improve, comprehension

Striking and Fielding 1 - comprehension, use tactics, select and apply, decision making

Striking and Fielding 2 - use tactics, comprehension, select and apply, decision making

Team Building 1 - identify, comprehension, reflection, planning

Team Building 2 - comprehension, identify strengths and areas for development, problem solving

Athletics 1 - reflection, comprehension, select and apply skills

Athletics 2 - comprehension, observe and provide feedback, explore ideas, select and apply skills

Target Games 1 - comprehension, select and apply, creativity

Target Games 2 - identify areas of strength and areas for development, select and apply, comprehension, decision making

Yoga - observation, copy and repeat, recognise, create, select and apply

Key Concepts:

Introduction to PE Fundamentals Dance Ball Skills Games Gymnastics Invasion Games Sending and Receiving Striking and Fielding Games Team Building Athletics Yoga

Substantive Knowledge	EYFS	Year 1	Year 2
Fingertip Knowledge			
Introduction to PE	<ul style="list-style-type: none"> • Spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group • take part in activities which will develop fundamental movement skills such as running, jumping, skipping. • Spend time learning basic principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group • take part in activities which will develop fundamental movement skills such as running, jumping and skipping. Children will also play simple games and begin to understand and use rules. 		
Fundamentals	<ul style="list-style-type: none"> • Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling • develop gross motor skills through a range of activities • learn how to stay safe using space, follow rules and instructions and work 	<ul style="list-style-type: none"> • Explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping • explore these skills in isolation as well as in combination • opportunities to identify areas of strength and areas for improvement 	

	<p>independently and with a partner.</p> <ul style="list-style-type: none"> • Develop skills of balancing, running, hopping, jumping, travelling and changing direction • develop fine and gross motor skills, through handling equipment • learn how to stay safe using space and understand and follow rules and instructions • work independently and with a partner to complete tasks. 	<ul style="list-style-type: none"> • work collaboratively with others, taking turns and sharing ideas. 	
<p>Dance</p>	<ul style="list-style-type: none"> • Explore space and how to use space safely • explore travelling movements, shapes and balances • choose own actions in response to a stimulus • given the opportunity to copy, repeat and remember actions • introduced to counting to help them keep in time with the music • perform to others and begin to provide simple feedback. • Explore space and how to use space safely • explore traveling actions, shapes and balances • choose own actions in response to a stimulus • given the opportunity to copy, repeat and remember actions • continue to use counting to help them keep in time with the music • explore dance through the world around them • perform to others and begin to provide 	<ul style="list-style-type: none"> • Explore travelling actions, movement skills and balancing • understand why it is important to count to music and use this in their dances • copy and repeat actions linking them together to make short dance phrases • work individually and with a partner to create ideas in relation to the theme • given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so. 	<ul style="list-style-type: none"> • Explore space and how their body can move to express and idea, mood, character or feeling • expand knowledge of travelling actions and use them in relation to a stimulus • build on their understanding of dynamics and expression • use counts of 8 consistently to keep in time with the music and a partner • explore pathways, levels, shapes, directions, speeds and timing • given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.

	simple feedback.		
Ball Skills	<ul style="list-style-type: none"> • Develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball • develop their fine and gross motor skills through a range of game play using a variety of equipment • given opportunities to work independently and with a partner. • Develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball • develop fine and gross motor skills through a range of game play with balls • work independently and with a partner and will develop decision making and using simple tactics. 	<ul style="list-style-type: none"> • Explore and develop their fundamental ball skills such as throwing and catching, rolling and dribbling with both hands and feet • perform these skills with increasing control and accuracy using co-ordination and balance • have the opportunity to work independently, and collaboratively in pairs and small groups • explore their own ideas in response to tasks. 	<ul style="list-style-type: none"> • Develop their fundamental ball skills such as throwing, catching, rolling, hitting a target, dribbling with both hands and feet and kicking • perform these skills with increasing control and accuracy using co-ordination and balance • have the opportunity to work independently, in pairs and small groups.
Games	<ul style="list-style-type: none"> • Practise and further develop fundamental movement skills through games • learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing. • Learn and develop these skills by playing a variety of games • learn how to work as a team, take turns, keep the score, play against an opponent and play by the rules. 		

<p>Gymnastics</p>	<ul style="list-style-type: none"> • Explore creating shapes, balances, and jumps and begin to develop rocking and rolling • show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus • copy, create, remember and repeat short sequences • begin to understand using levels and directions when traveling and balancing. • Explore creating shapes and balances, jumps and rolls • begin to develop an awareness of space and how to use it safely • perform basic skills on both floor and apparatus • copy, create, remember and repeat short sequences • begin to understand using levels and directions when travelling and balancing. 	<ul style="list-style-type: none"> • Explore and develop basic gymnastic actions on the floor and using low apparatus • basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement sequences • opportunities to select their own actions to build short sequences and develop their confidence in performing • begin to understand the use of levels, directions and shapes when travelling and balancing. 	<ul style="list-style-type: none"> • Explore and develop basic gymnastic actions on the floor and using apparatus • develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases • develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions • learn to work safely with and around others and whilst using apparatus • opportunities to provide feedback to others and recognise elements of high-quality performance.
<p>Invasion Games</p>		<ul style="list-style-type: none"> • Develop their understanding of attacking and defending and what being 'in possession' means • use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands • opportunity to play uneven and even sided games • learn how to score points in these types of games and how to play to the rules • work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their 	<ul style="list-style-type: none"> • Develop their understanding of the principles of defending and attacking for invasion games • use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands • opportunity to play uneven and even sided games • learn how to score points in these types of games and learn to play to the rules.

		teammates and opponents.	
Sending and Receiving		<ul style="list-style-type: none"> • Develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball • opportunities to work with a range of different sized balls • apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities • understand the importance of abiding by the rules to keep themselves and others safe. 	<ul style="list-style-type: none"> • Develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball • use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls • apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities • build on their knowledge of sending and receiving by applying their skills in different situations.
Striking and Fielding Games		<ul style="list-style-type: none"> • Develop their understanding of the principles of defending (fielding) and attacking (batting) for striking and fielding games • use and develop skills such as throwing and catching, tracking a ball and striking a ball • learn how to score points in these types of games, how to play to the rules and use simple tactics • show respect towards others when playing competitively and develop communication skills to manage small sided games. 	<ul style="list-style-type: none"> • Use and develop skills such as throwing and catching, tracking a ball and striking a ball • learn how to score points in these types of games, how to play to the rules and use simple tactics • show respect towards others when playing competitively and develop communication skills to manage small sided games.

Team Building		<ul style="list-style-type: none"> • Work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other • develop key skills of communication and problem solving • opportunity to discuss and plan their ideas and reflect on their success. 	<ul style="list-style-type: none"> • Develop key skills of communication and problem solving • learn to discuss, plan and reflect on ideas and strategies • lead a partner whilst considering safety • opportunity to show honesty and fair play • begin to use basic map skills.
Athletics		<ul style="list-style-type: none"> • Develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing • engage in performing skills and measuring performance, competing to improve on own score and against others • opportunities to work collaboratively as well as independently. 	<ul style="list-style-type: none"> • Develop skills required in athletic activities such as running at different speeds, jumping and throwing • engage in performing skills and measuring performance, competing to improve on own score and against others • opportunities to work collaboratively as well as independently • learn how to improve by identifying areas of strength as well as areas to develop.
Yoga			<ul style="list-style-type: none"> • Learn about mindfulness and body awareness • begin to learn poses and techniques that will help them to connect their mind and body • improve well being by building strength, flexibility, co-ordination and balance • breathing and meditation through fun and engaging activities • work independently, with a partner and small group.

Banks Lane Infant & Nursery School | EYFS and Key Stage 1 PE Assessment

Introduction to PE						
Nursery	I can explore movement skills.	I can make guided choices.	I follow instructions with support.	I am beginning to negotiate space safely.	I am beginning to take turns with others.	I understand the rules of the game.
Reception	I use movement skills with developing balance and co-ordination.	I can make independent choices.	I follow instructions involving several ideas or actions.	I can negotiate space safely with consideration for myself and others.	I play co-operatively and take turns with others.	I understand the rules and can explain why it is important to follow them.

Striking and Fielding Games

Year 1	I can catch a beanbag and a medium-sized ball.	I can roll a ball towards a target.	I can hit a ball using my hand.	I can track a ball that is coming towards me.	I know how to score points.	I understand the rules and I am beginning to use these to play honestly and fairly.	I understand when I am successful.
Year 2	I am beginning to provide feedback using key words.	I am developing underarm and overarm throwing skills.	I can hit a ball using equipment with some consistency.	I can track a ball and collect it.	I can use simple tactics.	I know how to score points and can remember the score.	I understand the rules of the game and can use these to play fairly in a small group.

Yoga

Year 2	I am beginning to provide feedback using key words.	I can copy, remember and repeat yoga flows.	I can describe how my body feels during exercise.	I can move from one pose to another thinking about my breath.	I can use clear shapes when performing poses.	I can work with others to create simple flows showing some control.

Children working below ARE

Children exceeding ARE

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