



# Physical Education – Early Years Foundation Stage and The National Curriculum

By the end of each Key Stage, children are expected to:

EYFS	KS1	KS2
<p><b>Early Learning Goals:</b></p> <p><i>Personal, Social and Emotional Development ELG:</i></p> <ul style="list-style-type: none"> <li>-Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>-Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> <li>-Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>-Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>-Work and play co-operatively and take turns with others</li> <li>-Show sensitivity to their own and to others' needs</li> </ul> <p><i>Physical Development ELG:</i></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>	<p>Pupils should 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 should be able to engage in competitive (both against self and against others) and co- operative physical activities, in a range of increasingly challenging situations.</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>• 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>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns</li> </ul>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate[for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>

Year 6	Overview	Key Skills	
Rounders Year 6	<p>Rounders is a striking and fielding game. In this unit pupils develop their understanding of the principles of striking and fielding. Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They expand on their knowledge of how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.</p> <p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	Physical	Throw, catch, bowl, bat, field
		Social	Communication, collaboration, respect, co-operation
		Emotional	Honesty, self regulation, sportsmanship
		Thinking	Select and apply skills, reflection, assess, tactics
Swimming Intermediate	<p>This unit is aimed at intermediate swimmers. Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water. Pupils have to keep afloat and propel themselves through the water. Pupils are given the opportunity to be creative, designing their own personal survival course and creating a synchronised swimming sequence. Pupils take part in team games, collaborating and communicating with others.</p> <p>NC: All schools must provide swimming instruction either in key stage 1 or key stage 2.</p>	Physical	Rotation, scull, tread water, glide, front crawl, backstroke, breaststroke, surface dives, float, huddle and H.E.L.P. position
		Social	Support others, work safely, inclusion, communication, collaboration
		Emotional	Determination, work fairly, honesty, confidence, perseverance
		Thinking	Comprehension, creativity, make decisions, tactics