



# 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 5	Overview	Key Skills	
Dance Year 5	<p>Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose two of the four themes. Learning is progressively embedded complete within each theme so your pupils won't miss out on learning and the lessons will still flow.</p> <p>Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others.</p>	Physical	Actions, dynamics, space, relationships
		Social	Collaboration, consideration and awareness of others, inclusion, respect, leadership
		Emotional	Empathy, confidence, perseverance
		Thinking	Creativity, observe and provide feedback, use feedback to improve, comprehension, select and apply skills
Dodgeball Year 5	<p>Dodgeball is a target game. In this unit pupils improve on key skills used in dodgeball such as throwing, dodging, jumping and catching. They learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</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, dodge, block
		Social	Co-operation, respect, communication
		Emotional	Confidence, honesty, independence
		Thinking	Tactics, comprehension, observation, creativity