

Physical development educational programme (taken from the EYFS Framework 2020)

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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

EYFS	
<p>Acquiring and developing skills</p>	<ul style="list-style-type: none"> • Move energetically, such as running, jumping, hopping, skipping and climbing. • Have regular access to a range of resources to develop strength, balance and co-ordination
<p>Selecting and applying skills, tactics and compositional ideas</p>	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others.
<p>Knowledge and understanding of fitness and health</p>	<ul style="list-style-type: none"> • Are physically active every day both indoors and outdoors.
<p>Evaluating and improving performance</p>	<ul style="list-style-type: none"> • Demonstrate strength, balance and coordination when playing.

PHYSICAL EDUCATION - YEAR 1

<p>Acquiring and developing skills</p>	<ul style="list-style-type: none"> • Explore movement ideas and respond imaginatively to a range of stimuli • Move confidently and safely in their own and general space, using changes of speed, level and direction • Be confident and safe in the spaces used to play games • Explore and use skills, actions and ideas individually and in combination to suit the game they are playing • Explore gymnastics actions and still shapes • Remember, repeat and link combinations of actions • Use their bodies and a variety of equipment with greater control and coordination
<p>Selecting and applying skills, tactics and compositional ideas</p>	<ul style="list-style-type: none"> • Compose and link movement to make simple dances with clear beginnings, middles and ends • Perform movement phrases using a range of body actions and body parts • Choose and use skills effectively for particular games • Copy or create and link gymnastic movement phrases with beginnings, middles and ends • Follow simple routes and trails, orientating themselves successfully • Solve simple challenges and problems successfully
<p>Knowledge and understanding of fitness and health</p>	<ul style="list-style-type: none"> • Recognise how their body feels when still and exercising • Recognise and describe what their bodies feel like during different types of activity • Know that being active is good for them and fun • Know how to carry and place apparatus
<p>Evaluating and improving performance</p>	<ul style="list-style-type: none"> • Talk about dance ideas inspired by different stimuli • Observe, copy and describe what they and others are doing • Use their observations to improve their performance

PHYSICAL EDUCATION - YEAR 2

<p>Acquiring and developing skills</p>	<ul style="list-style-type: none"> • Develop an awareness of the expressive qualities of dance • Remember, repeat and link combinations of gymnastic actions, shapes and balances with control and precision • Explore, remember, repeat and link a range of actions with co-ordination, control and awareness • Use their bodies and a variety of equipment with greater control and coordination • Recognise their own space • Explore finding different places
<p>Selecting and applying skills, tactics and compositional ideas</p>	<ul style="list-style-type: none"> • Choose, use and vary simple tactics • Choose, use and vary simple compositional ideas in the sequences they create and perform • Follow simple routes and trails, orientating themselves successfully • Solve simple challenges and problems successfully
<p>Knowledge and understanding of fitness and health</p>	<ul style="list-style-type: none"> • Understand the importance of warming up and cooling down • Recognise and describe what their bodies feel like during different types of activity and exercise • Lift, move and place equipment safely
<p>Evaluating and improving performance</p>	<ul style="list-style-type: none"> • Recognise good quality in performance • Use information to improve their work • Watch, copy and describe what they and others have done • Observe what they and others have done and use their observations to improve their performance

PHYSICAL EDUCATION - YEAR 3

<p>Acquiring and developing skills</p>	<ul style="list-style-type: none"> • Improvise freely on their own and with a partner, translating ideas from a stimulus into movement • Consolidate and improve the quality of their techniques and their ability to link movements • Develop the range and consistency of their skills in all games and work with others to solve challenges • Consolidate and improve the quality, range and consistency of the techniques they use for particular activities
<p>Selecting and applying skills, tactics and compositional ideas</p>	<ul style="list-style-type: none"> • Create and link dance phrases using a simple dance structure or motif • Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups • Improve their ability to choose and use simple tactics and strategies • Keep, adapt and make rules for striking and fielding and net games • Improve their ability to select appropriate actions and use simple compositional ideas • Choose and apply strategies and skills to meet the requirements of a task or challenge • Develop their ability to choose and use simple tactics and strategies in different situations
<p>Knowledge and understanding of fitness and health</p>	<ul style="list-style-type: none"> • Keep up activity over a period of time and know they need to warm up and cool down for dance • Know and describe the short-term effects of different exercise activities on the body • Know how to improve stamina • Begin to understand the importance of warming up • Recognise and describe the short term effects of exercise on the body during different activities • Know the importance of suppleness and strength • Recognise the effect of different activities on the body and to prepare for them physically • Work safely • Know, measure and describe the short-term effects of exercise on the body
<p>Evaluating and improving performance</p>	<ul style="list-style-type: none"> • Describe and evaluate some of the compositional features of dances performed with a partner and in a group • Talk about how they might improve their dances • Recognise good performance and identify the parts of a performance that need improving • Use what they have learned to improve their work • Recognise how their own performance has improved • Describe and evaluate their own and others' performances, and identify areas that need improving

PHYSICAL EDUCATION - YEAR 4

<p>Acquiring and developing skills</p>	<ul style="list-style-type: none"> • Explore and create characters and narratives in response to a range of stimuli • Develop the range and consistency of their skills in all games and work with others to solve challenges • Develop the range of actions, body shapes and balances they include in a performance • Perform skills and actions more accurately and consistently • Consolidate and improve the quality, range and consistency of the techniques they use for particular activities
<p>Selecting and applying skills, tactics and compositional ideas</p>	<ul style="list-style-type: none"> • Use simple choreographic principles to create motifs and narrative • Perform complex dance phrases and dances that communicate character and narrative • Devise and use rules • Keep, adapt and make rules for striking and fielding and net games • Use and adapt tactics in different situations • Create gymnastic sequences that meet a theme or set of conditions • Use compositional devices when creating their sequences, such as changes in speed, level and direction • Choose and apply strategies and skills to meet the requirements of a task or challenge • Develop their ability to choose and use simple tactics and strategies in different situations
<p>Knowledge and understanding of fitness and health</p>	<ul style="list-style-type: none"> • Know and describe what you need to do to warm up and cool down for dance • Recognise how specific activities affect their bodies • Recognise which activities help their speed, strength and stamina and know when they are important in games • Describe how the body reacts during different types of activity and how this affects the way they perform • Recognise the effect of different activities on the body and to prepare for them physically • Work safely • Know, measure and describe the short-term effects of exercise on the body
<p>Evaluating and improving performance</p>	<ul style="list-style-type: none"> • Describe, interpret and evaluate their own and others' dances, taking account of character and narrative • Explain their ideas and plans • Recognise aspects of their work that need improving • Describe their own and others' work, making simple judgements about the quality of performances and suggesting ways they could be improved

PHYSICAL EDUCATION - YEAR 5

<p>Acquiring and developing skills</p>	<ul style="list-style-type: none"> • Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group • Develop a broader range of techniques and skills for attacking and defending • Develop consistency in their skills and actions in a number of events • Perform actions, shapes and balances consistently and fluently in specific activities • Develop and refine orienteering and problem-solving skills when working in groups and on their own • Increase the number of techniques they use
<p>Selecting and applying skills, tactics and compositional ideas</p>	<ul style="list-style-type: none"> • Compose dances- using adapting and developing steps, formations and patterning from different dance styles • Perform dances expressively, using a range of performance skills • Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations • Choose and apply skills and techniques more consistently in all activities • Choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations • Decide what approach to use to meet the challenge set • Adapt their skills and understanding as they move from familiar to unfamiliar environments
<p>Knowledge and understanding of fitness and health</p>	<ul style="list-style-type: none"> • Organise their own warm-up and cool-down activities to suit the activity • Understand why exercise is good for their fitness, health and wellbeing • Know and understand the basic principles of warming up and why it's important for good quality performance • Understand why physical activity is good for their health • Understand how the challenge of outdoor adventurous activities can help their fitness, health and wellbeing
<p>Evaluating and improving performance</p>	<ul style="list-style-type: none"> • Describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style/ context • Choose and use information to evaluate their own and others' work • Suggest improvements in own and others' performances • See the importance of a group or team plan, and the value of pooling ideas • Improve their performance by changing or adapting their approaches as needed

PHYSICAL EDUCATION - YEAR 6	
<p>Acquiring and developing skills</p>	<ul style="list-style-type: none"> • Explore, improvise and combine movement ideas fluently and effectively • Choose, combine and perform skills more fluently and effectively in invasion, striking and net games • Combine and perform gymnastic actions, shapes and balances more fluently and effectively • Develop and refine orienteering and problem-solving skills when working in groups and on their own • Develop the consistency of their actions in a number of events • Increase the number of techniques they use
<p>Selecting and applying skills, tactics and compositional ideas</p>	<ul style="list-style-type: none"> • Create and structure motifs, phrases, sections and whole dances • Begin to use basic compositional principles when creating their dances • Understand, choose and apply a range of tactics and strategies for defence and attack • Use these tactics and strategies more consistently in similar games • Develop their own gymnastic sequences by understanding, choosing and applying a range of principles • Decide what approach to use to meet the challenge set • Adapt their skills and understanding as they move from familiar to unfamiliar environments • Choose appropriate techniques for specific events • Understand the basic principles of warming up
<p>Knowledge and understanding of fitness and health</p>	<ul style="list-style-type: none"> • Understand the need to prepare properly for physical activity • Understand why warming-up and cooling-down are important • Understand why exercise is good for health, fitness and wellbeing, and how to become healthier themselves • Understand how the challenge of outdoor adventurous activities can help their fitness, health and wellbeing
<p>Evaluating and improving performance</p>	<ul style="list-style-type: none"> • Understand how a dance is formed and performed • Evaluate, refine and develop their own and others work • Develop their ability to evaluate their own and others' work • Suggest ways of making improvements • See the importance of a group or team plan, and the value of pooling ideas • Improve their performance by changing or adapting their approaches as needed