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| C:\Users\srobinson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\CA3BB429.tmpC:\Users\srobinson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\CA3BB429.tmp  **Flookburgh C of E Primary School**  Physical Education Knowledge: EYFS | | | |
| **Personal, Social and Emotional Development**: Managing Self | **Personal, Social and Emotional Development**:  Building Relationships | **Physical Development:**  Gross Motor Skills | **Expressive Arts and Designs:**  Being Imaginative and Expressive |
| * Be confident to try new activities and show independce, resilience and perseverance in the face of a challenge. * Explain the reasons for rules, know right from wrong and try to behave accordingly. * Manage their own basic hygience and personal needs, including dressing | * Work and play cooperatively and take turns with others. | * Negotiate space and obstacles safely, with consideration for themselves and otehrs. * Demonstrate stength, balance and coordination when playing. * Move enrgetically, such as running, jumping, dancing, hopping, skipping and climbing. | * Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. |

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|  | **Gymnastics Movement** | **Basic Movements and Team Games** | **Dance** |
| National curriculum | * *Developing balance, agility and co-ordination, and begin to apply these in a range of activities*​ | * *Master basic movements including running, jumping, throwing and catching, as well as participate in team games, developing simple tactics for attacking and defending*​ | *Perform dances using simple movement patterns*​ |
| Knowledge acquired | * Make body curled, tense, stretched and relaxed​ * Control body when travelling and balancing​ * Copy sequences and repeat them​ * Roll, curl, travel and balance in different ways​ * Plan and perform a sequence of movements​ * Improve sequence based on feedback​ * Think of more than one way to create a sequence which follows some ‘rules’​ | * Throw underarm​ * Throw and kick in different ways​ * Use hitting, kicking and/or rolling in a game​ * Decide the best space to be in during a game​ * Use a tactic in a game​ * Follow rules | * Perform own dance moves​ * Copy or make up a short dance​ * Move safely in a space​ * Change rhythm, speed, level and direction in dance​ * Make a sequence by linking sections together​ * Use dance to show a mood or feeling |

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| **Athletics** | **Competitive games** | **Gymnastics** | |
| * *Use running, jumping, throwing and catching in isolation and in combination*​ | * *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*​ | * *Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]*​   ​ | |
| * Run at fast, medium and slow speeds; changing speed and direction​ * Take part in a relay, remembering when to run and what to do​ * Sprint over a short distance and show stamina when running over a long distance​ * Jump in different ways​ * Throw in different ways and hit a target, when needed | * Be aware of space and use it to support team-mates and to cause problems for the opposition​ * Know and use rules fairly​ * Throw and catch accurately with one hand​ * Hit a ball accurately with control​ * Vary tactics and adapt skills depending on what is happening in a game | * Adapt sequences to suit different types of apparatus and criteria​ * Explain how strength and suppleness affect performance​ * Move in a controlled way​ * Include change of speed and direction in a sequence​ * Work with a partner to create, repeat and improve a sequence with at least three phases | |
| * **Dance** | * **Outdoor and adventurous activity** | * **Evaluate** | |
| * *Perform dances using a range of movement patterns*​ | * *Take part in outdoor and adventurous activity challenges both individually and within a team*​ | * *Compare their performances with previous ones and demonstrate improvement to achieve their personal best*​ | |
| * Improvise freely and translate ideas from a stimulus into movement​ * Share and create phrases with a partner and small group * Remember and repeat dance perform phrases​ * Take the lead when working with a partner or group​ * Use dance to communicate an idea | * Follow a map in a familiar context​ * Use clues to follow a route​ * Follow a route safely​ * Follow a map in a (more demanding) familiar context​ * Follow a route within a time limit | * Compare and contrast gymnastic sequences​ * Recognise own improvement in ball games​ * Provide support and advice to others in gymnastics and dance​ * Be prepared to listen to the ideas of others | |

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| **Athletics** | **Competitive Games** | **Gymnastics** | |
| * *Use running, jumping, throwing and catching in isolation and in combination*​ | * *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*​ | *Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]*​  ​ | |
| * Controlled when taking off and landing​ * Throw with increasing accuracy​ * Combine running and jumping​ * Demonstrate stamina and increase strength | * Gain possession by working a team and pass in different ways​ * Choose a specific tactic for defending and attacking​ * Use a number of techniques to pass, dribble and shoot​ * Agree and explain rules to others​ * Work as a team and communicate a plan​ * Lead others in a game situation when the need arises | * Make complex extended sequences​ * Combine action, balance and shape​ * Perform consistently to different audiences​ * Combine own work with that of others​ * Sequences to specific timings | |
| **Dance** | **Outdoor and Adventurous Activity** | **Evaluate** | |
| * *Perform dances using a range of movement pattern*s | * *Take part in outdoor and adventurous activity challenges both individually and within a team*​ | * *Compare their performances with previous ones and demonstrate improvement to achieve their personal best*​ | |
| * Compose own dances in a creative way​ * Perform dance to an accompaniment​ * Dance shows clarity, fluency, accuracy and consistency​ * Develop sequences in a specific style​ * Choose own music and style | * Follow a map into an unknown location​ * Use clues and a compass to navigate a route​ * Change route to overcome a problem​ * Use new information to change route​ * Plan a route and a series of clues for someone else​ * Plan with others, taking account of safety and danger | * Pick up on something a partner does well and also on something that can be improved​ * Know why own performance was better or not as good as their last​ * Know which sports they are good at and find out how to improve further | |