

**PHYSICAL DEVELOPMENT AND PE
CURRICULUM LEARNING OBJECTIVES
YEAR A and B**

UNIT	NURSERY	RECEPTION	YEAR 1	YEAR 1/2	YEAR 2	YEAR 3	YEAR 3/4	YEAR 4
1	<p>Multiskills Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel</p>	<p>Multiskills Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping – climbing</p> <p><i>Early Learning Goals Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</i></p>	<p>Playground Games Pupils should be taught about: Mastering 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</p>	<p>Playground Games Pupils should be taught about: Mastering 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</p> <p>Football Pupils should be taught about: Mastering 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. Participating in team games, developing simple tactics for attacking and defending</p>	<p>Football Pupils should be taught about: Mastering 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. Participating in team games, developing simple tactics for attacking and defending</p>	<p>Hockey Pupils should be taught about: Using 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. Comparing their performances with previous ones and demonstrating improvement to achieve their personal best.</p>	<p>Hockey/Football Pupils should be taught about: Using 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. Comparing their performances with previous ones and demonstrating improvement to achieve their personal best.</p>	

2	<p>Gymnastics Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills Go up steps and stairs, or climb up apparatus, using alternate feet</p>	<p>Gymnastics Develop overall body strength, balance, coordination and agility</p> <p><i>Early Learning Goals</i> <i>Negotiate space and obstacles safely, with consideration for themselves and others</i> <i>Demonstrate strength, balance and coordination when playing</i></p>	<p>Gymnastics Pupils should be taught about: Mastering 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</p>			<p>Gymnastics Pupils should be taught about: Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>Parkour/ Gymnastics Pupils should be taught about: Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	
3	<p>Dance 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 Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm</p>	<p>Dance Progress towards a more fluent style of moving, with developing control and grace Combine different movements with ease and fluency</p> <p><i>Early Learning Goals</i> <i>Demonstrate strength, balance and coordination when playing</i></p>	<p>Dance Pupils should be taught about: Performing dances using simple movement patterns</p>	<p>Dodgeball and Benchball Pupils should be taught about: Mastering 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. Participating in team games, developing simple tactics for attacking and defending</p>	<p>Dance Pupils should be taught about: Performing dances using a range of movement patterns. Comparing their performances with previous ones and demonstrate improvement to achieve their personal best</p>			
4	<p>Gymnastics Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills Match their developing physical</p>	<p>Gymnastics Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical</p>	<p>Throwing & Catching Pupils should be taught about: Mastering basic movements including running, jumping, throwing and</p>	<p>Throwing & Catching Pupils should be taught about: Mastering basic movements including running, jumping, throwing and</p>	<p>Throwing and Catching Cricket Pupils should be taught about: Mastering basic movements including running,</p>	<p>Basketball/Dodge ball Pupils should be taught about: Using running, jumping, throwing and catching in isolation and in</p>	<p>Basketball/ Dodgeball/ Tennis Pupils should be taught about: Using running, jumping, throwing and catching in</p>	<p>Tennis Pupils should be taught about: Using running, jumping, throwing and catching in isolation and in combination play competitive</p>

	<p>skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</p>	<p>education sessions and other physical disciplines, including dance, gymnastics, sport and swimming Combine different movements with ease and fluency</p> <p><i>Early Learning Goals Negotiate space and obstacles safely, with consideration for themselves and others</i></p> <p><i>Demonstrate strength, balance and coordination when playing</i></p>	<p>catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participating in team games, developing simple tactics for attacking and defending</p>	<p>catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participating in team games, developing simple tactics for attacking and defending</p>	<p>jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participating in team games, developing simple tactics for attacking and defending</p>	<p>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. Comparing their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>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. Comparing their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Comparing their performances with previous ones and demonstrate improvement to achieve their personal best</p>
5	<p>Ball Games Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills Start taking part in some group activities which they make up for themselves, or in team Show a preference for a dominant hand</p>	<p>Ball Games Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming</p> <p><i>Early Learning Goals Negotiate space and obstacles safely, with consideration for themselves and others</i></p>	<p>Bat & Ball Games Pupils should be taught about: Mastering 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. Participating in team games, developing simple tactics for attacking and defending</p>	<p>Bat & Ball Games Tennis Pupils should be taught about: Mastering 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. Participating in team games, developing simple tactics for attacking and defending</p>	<p>Tennis Bat & Ball Games Pupils should be taught about: Mastering 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. Participating in team games, developing simple tactics for attacking and defending</p>	<p>Cricket Pupils should be taught about: Developing flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Use running, jumping, throwing and catching in isolation and in combination. Comparing their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>Tennis/Cricket Pupils should be taught about: Developing flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Use running, jumping, throwing and catching in isolation and in combination. Comparing their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>Athletics Pupils should be taught about: Developing flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Use running, jumping, throwing and catching in isolation and in combination. Comparing their performances with previous ones and demonstrate improvement to achieve their personal best</p>

		<i>Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</i>						
6	Athletics Start taking part in some group activities which they make up for themselves, or in team	Athletics Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming <i>Early Learning Goals Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</i>	Athletics Pupils should be taught about: Mastering 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			Athletics Pupils should be taught about: Developing flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Use running, jumping, throwing and catching in isolation and in combination. Comparing their performances with previous ones and demonstrate improvement to achieve their personal best		Standon Bowers Residential (Year 4) Pupils should be taught about: Taking part in outdoor and adventurous activity challenges both individually and within a team
Ongoing	Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Know and talk about the different						

		factors that support overall health and wellbeing: - regular physical activity			
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