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|  | **Year R** | **Year 1** | **Year 2** |
| Expectations | * Know the importance for good health and physical exercise. * Talk about ways to keep healthy. * Show good control and co-ordination in large and small movements * Move confidently in a range of ways, safely negotiating space. * Become more confident when throwing underarm and catching in a variety of ways.   *Key language: health, exercise, control, , safety, overarm, underarm, breathing, pulse, seat, repeat, directions, landing, rolling, sequence* | * speak about the need for physical exercise and healthy eating. * Develop a sense of balance, agility and coordination. * Master basic movements including running, jumping, throwing and catching * copy dance moves and create their own short dance using skills learned.   *Key language: balance, agility, coordination, energy, warm up, cool down, recovery, right, left, fair play, start position, hold, repeating sequence, dribble, strike* | * discuss effects on a person when they eat healthily/exercise compared to if they don’t * Apply skills such as balance, agility and coordination in a range of activities. * Participate in team games and develop simple tactics for attacking and defending. * Engage in competitive physical activities (both against self and others) * Co-operate in a range of physical activities in increasingly challenging situations. * Perform dance using simple movement patterns.   *Key language:* *comparison, apply, participate, engage, competition, cooperation, tactics, demonstrate, compose* |
| Health and fitness | * Name the body parts we use when exercising * Talk about my Breathing/pulse, sweat (before/during and after) what happens to my body when exercising * Talk about how healthy eating can also contribute to good health and well being * Talk about the importance of keeping themselves safe when involved in physical activity | * Recognise how my body feels when standing still and when exercising. * Know how to save energy when exercising. * Understand the importance of warm up and cool down * Beginning to understand the importance of recovery post exercising. * Talk about the importance of healthy eating * Safely move PE equipment | * Recognise and describe what my body feel like during different types of activity. * Understand and can talk about the importance of saving energy during exercising. * Understand and can discuss the importance of recovery when exercising * Lift, move and place equipment safely. * Discuss and compare the effects of healthy eating and exercise on their lives as a whole. |
| Skill acquisition and  development | * copy, repeat actions and new skills * Listen, concentrate and follow basic instructions * Follow basic directions – forward, backward, to the side * Demonstrate the correct method of landing * Make their tummy muscles ‘tight’ when balancing/ yoga * Move in a range of ways and stopping on command | * move with control and care and can copy and remember actions and skills. * Listen, concentrate, follow and give basic instructions. * Follow basic directions 🡪🡨, side (right, left) * develop balance, coordination and agility * Understand importance of core strength and can speak about ways to improve it. * Speak about ‘Fair play’ in games * Understand why resilience is important when attempting new skills * Aware there are specific rules to games | * repeat and explore actions with control and coordination. * Listen, concentrate and follow instructions from peers and adults. * Give basic directions- 🡪🡨, side (right, left) * Develop balance, agility and coordination and apply these in a range of activities * Knows specific game rules and follows them. * Work as part of a team and understand that every person has a different role in the team * Beginning to understand ‘tactics’ and how to develop these when attacking and defending |
| Evaluating and improving | * Talk about what they have done and what they enjoyed. * Watch other children perform in a group – can say what they enjoyed and what they did not | * Watch, copy and describe what they did and what my peers have done. * Say the things that they liked and disliked from others demonstrations and why * Explain how they and their peers can improve | * Improve their demonstration/performance by using information that has been gained through watching, listening and investigating. * Isolate what is different between what they have done and what others have done. * Listen to my peers improving the performance based on what has been said |
| Dance | * Use my body to move rhythmically in response to music * Watch and copy an adult’s short sequence of movements * Build a repertoire of familiar dances | * Respond to various stimuli with appropriate movements * Start, stop and hold a position * I can move around the space using a sequence of movements * Create a short repeating sequence of movements (3/4 elements) – A partner to copy and continue | * Show good control when bending, stretching and twisting * Work with a partner to create a repeating sequence of coordinated movements * Compose and link movements to make simple dances with clear beginning, middle and end. * Perform movement phrases using a wide range of body actions. |
| Games | * Roll/kick/pat balls of varying shapes and sizes * Throw underarm * Catch a ball with two hands * Push a ball with a bat * Use the side of foot to stop the ball | * Roll and receive balls of various shapes and sizes in various directions * Throw overarm * Catch a ball in a variety of ways – 2 hands, 1 hand, bounce, no bounce * Dribble around obstacles * Strike a ball using a variety of equipment * kick a ball with control | * Roll, chase and collect balls of various sizes. * Roll a ball in small team games * Throw overarm and underarm and catch accurately * Dribble in a variety of directions and around obstacles * Strike a ball accurately * link the actions of kicking, dribbling and shooting * kick and understand direction |
| Gymnastics | * Make the different parts of my body tense, relaxed, curled and stretched. * Walk like a gymnast * Talk about how to be safe doing gym exercises * Travel in different ways * Demonstrate different ways of rocking/rolling * Link two ways of travelling together | * Control my body when travelling - whole body and isolating body parts * Control my body when moving and balancing * To be safe when climbing * Travel in coordination with a partner * Jump into and out of a hoop * Perform a sequence - travel, balance, travel * Sit in tuck, pike and straddle * Stand and with tall stretch and star * Rock backwards and forwards in tuck | * Plan and repeat ways of travelling * Travel on hands and feet * Demonstrate a range of different balances with greater strength and control * Explore different shapes in the air when jumping and landing with control from the floor: straight, star, tuck, straddle * Create and perform a sequence including travel, balance ,jump and roll * Use a skipping rope to experiment with different movements. * Walk forwards along a bench and full turn in the middle |