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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.
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| 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
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| 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
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| 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.
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| 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
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| 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
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