



## Physical Education Overview

At Four Oaks, we recognise the importance of a progressive curriculum which builds over time from EYFS to Year 6. For further details of the Education Programmes at EYFS and KS1 and KS2, please see the Statutory Framework for the Early Years Foundation Stage 2021 and the National Curriculum for Key Stage 1 and 2, 2014.

Year Group	AUTUMN	SPRING	SUMMER
<b>Nursery</b>	<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Do not always need an adult to remind them of a rule.</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</li> <li>• Match their developing physical 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.</li> <li>• 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.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>• Show a preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</li> </ul>		
<b>Reception</b>	<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> <li>- rolling            - running</li> <li>- crawling        - hopping</li> <li>- walking        - skipping</li> <li>- jumping        - climbing</li> </ul> </li> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• 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.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Combine different movements with ease and fluency.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</li> <li>• Develop overall body strength, balance, coordination and agility.</li> <li>• Know and talk about the different factors that support overall health and wellbeing: regular physical activity</li> </ul>		

	<b>Expressive Arts and Design</b> <ul style="list-style-type: none"> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>		
<b>ELG</b>	<b>Personal, Social and Emotional Development- Managing Self</b> <ul style="list-style-type: none"> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing.</li> </ul> <b>Physical Development- Gross Motor Skills</b> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <b>Expressive Arts and Design- Being Imaginative and Expressive</b> <ul style="list-style-type: none"> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>		
<b>REC</b>	<u>Autumn 1</u> <u>Get to know PE</u> The children will know what PE is and the importance of it. They will be able to distinguish aspects of PE (warm up, cooldown/stretch). They will participate in a range of games which include jogging, jumping, skipping, hopping and dodging.	<u>Spring 1</u> <u>Gymnastics</u> Children will know the names of different shapes they can make. Children will know different methods of travelling around the hall and can do simple rolls like a log roll and a roll back and forth.	<u>Summer 1</u> <u>Invasion Games</u> Children will know how to kick a large ball at a target with precision and accuracy. Children will be able to dribble a large ball around three cones and pass the ball to a partner with accuracy.
	<u>Autumn 2</u> <u>Throwing, catching, batting, bouncing and striking</u> The children will know how to throw and catch a ball safely. Children will be able to bounce balls to a partner. They will be able to strike a ball using body parts, large bats and small bats.	<u>Spring 2</u> <u>Dance</u> Children will know actions to familiar rhymes. Children will know simple movement patterns and be able to perform them. Children will know different methods of travelling.	<u>Summer 2</u> <u>Athletics</u> Children will know what athletics is and be able to participate in activities. Children will develop overall body strength and safely jump over obstacles. Children will be able to throw bean bags at a target with accuracy.
<b>YEAR 1</b>	Indoor Athletics Basic skills - Cat and Mouse (Fundamental game)	Dodgeball (Fundamental Games) Swimming	Swimming Matball (Fundamental game)
	Basketball (Invasion game) Touchdown (Invasion game)	Athletics Gymnastics	Dance Spikeball (Net/Wall)
<b>YEAR 2</b>	Gymnastics Basketball (Invasion Game)	Indoor Athletics Hockey (Invasion game)	Dodgeball (Fundamental game) Touchdown (Invasion game)
	Dance Tennis (Net/Wall)	Swimming Outdoor Athletics	Rounders (Striking/Fielding) Swimming

<b>YEAR 3</b>	Dance Basketball (Invasion game)	Tennis (Net/Wall) Gymnastics	Rounders (Striking/Fielding) Hockey (Invasion game)
	Football (Invasion game) Swimming	Benchball (Invasion game) Swimming	Athletics Cricket (Striking/Fielding)
<b>YEAR 4</b>	Tennis (Net/Wall) Rugby (Invasion game)	Basketball (Invasion game) Swimming	Cricket (Striking/Fielding) Athletics
	Hockey (Invasion game) Swimming	Dance Rounders (Striking/Fielding)	Watersports Gymnastics
<b>YEAR 5</b>	Swimming Athletics	Outdoor Athletics Rugby (Invasion game)	Swimming Dance
	Basketball (Invasion game) Gymnastics	Hockey (Invasion game) Cricket (Striking/Fielding)	Tennis (Net/Wall) Outdoor athletics/ Watersports
<b>YEAR 6</b>	Athletics Swimming	Hockey (Invasion game) Dance	Gymnastics Basketball (Invasion game)
	Football (Invasion game) Tennis (Net/Wall)	Indoor Athletics Rugby (Invasion game)	Cricket (Striking/Fielding) Swimming