



Westhead Lathom St James' CE Primary School
EYFS, Year 1 and 2 Physical Education

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| Questions to Develop Children's Spirituality in PE: | Why are there rules for sports? Does it matter if you ignore the rules? Why do you need to listen to the person in charge (referee)? Does it matter if you cheat as long as you win? Does it matter if someone in your team can't play? Are there rules for life? Whose rules are they? |
| Development of the child: | self-fulfilment, teamwork, abiding by rules, positive attitudes, honesty, respect , commitment / loyalty and ritual |



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| <p>Topic: FMS R</p> <p>Units: Fundamental Movement Skills</p> | <p>Prior Knowledge/Links: FMS R prepares the way for fundamental movement skills to be developed into KS1.</p> | | |
| <p>EYFS Framework</p> | <p>Key Knowledge and Vocabulary</p> | | |
| <ul style="list-style-type: none"> Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. ELG: Gross Motor Skills Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. | <ul style="list-style-type: none"> Send & receive a ball by rolling from hand & striking with foot Aim & throw object underarm Catch and bounce a variety of balls Catch balloon/bean bag/scarf & sometimes a bouncing ball Use hand to strike a bean bag or ball and move towards a scoring area Begin to use a bat or racket to hit a ball To use hands and rackets to manipulate the ball with some control and experiment how a ball moves Begin to use a racket and ball with some control, balancing, self rally and dribbling Begin to understand how to change speed, jump for distance and throw for distance Develop simple tactics Move around the space safely Move and stop safely in a specific area Describe different types of movement to travel (Walking, jogging, sprinting) Perform the basic actions of balancing, travelling, rolling, jumping and climbing Understand the difference between stillness and movement Show awareness of body parts, points and position when making still shapes Link and repeat basic gymnastic actions Move to music Copy dance moves Perform some dance moves Apply basic movements in a range of outdoor activities | <p>throw catch aim target underarm roll bounce travel speed fast slow stop still move stop control safe/safely strike hit dribble score</p> | <p>walk jog run jump hop skip distance</p> |



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| <p>Topic: FMS A and B</p> <p>Units: Athletics, Invasion Games and Net Wall Games</p> | <p>Prior Knowledge/Links:</p> <p>FMS R</p> <ul style="list-style-type: none"> • basic knowledge of travelling in different ways (run, jump, hop, skip, walk, speeds) • basic knowledge of body management skills (run, walk, stop, stay safe) • basic knowledge of manipulative skills (hit, strike, roll) | | |
| <p>National Curriculum Objectives</p> | <p>Key Knowledge and Vocabulary</p> | | |
| <ul style="list-style-type: none"> • master 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 • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. | <ul style="list-style-type: none"> • throw underarm, bounce & catch a variety of balls by self & with partner • pass/stop a ball using both feet • invade and evade using different movements e.g. run straight, curve and sidestep with correct technique • begin to follow some simple rules • perform some dribbling skills with hands, feet and a stick using space • pass a ball accurately (hands & feet) over longer distances to a team mate • combine stopping, receiving, sending and passing in multiple forms to other players • make simple decisions about when /where to move in game to receive a ball • use varying speeds when running • understand the importance of a controlled landing when developing skipping, hopping and two footed landings • begin to link overarm throwing action with athletics based throwing events • begin to travel at speed through obstacles (high and low) • apply different types of movements linked to running to ensure it is embedded • jump with control both 1 footed and two footed • throw different objects in a variety of ways • complete an obstacle course with control and agility • show different ways of manipulating the ball with hands and a racket • use a variety of different sized balls to play some rally based games • begin to follow some simple rules to rally using a variety of equipment such as cones, rackets, and balls • manipulate a racket and ball with some control developing an understanding of hitting the ball off the racket • play a variety of games to score | <p>throw catch bounce roll pass receive stop dribble run straight curve dribble distance control underarm overarm land</p> | <p>skip hop jump run walk jog travel speeds control obstacles high low avoid travel agility</p> |



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| | <ul style="list-style-type: none">• start to apply basic tactics• begin to understand the principle of playing an attacking stroke/shot within games such as dodgeball and big ball tennis• follow rules for a game | | |
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| <p>Topic: FMS C</p> <p>Units: OAA and Striking & Fielding</p> | <p>Prior Knowledge/Links:</p> <p>FMS R</p> <ul style="list-style-type: none"> • basic knowledge of travelling in different ways (run, jump, hop, skip, walk, speeds) • basic knowledge of body management skills (run, walk, stop, stay safe) • basic knowledge of manipulative skills (hit, strike, roll) | | |
| <p>National Curriculum Objectives</p> | <p>Key Knowledge and Vocabulary</p> | | |
| <ul style="list-style-type: none"> • master 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 • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. | <ul style="list-style-type: none"> • describe with some detail the best techniques to use in running, jumping and throwing • make and apply decisions in a range of contexts • participate in competitive and cooperative physical activities • develop and master fundamental movement skills • explain how they can make informed choices about healthy, active lifestyles both in school and beyond • participate in competitive and cooperative physical activities • apply tactics and creative ideas to tasks • continue to apply and develop a broader range of skills. • enjoy communicating, collaborating and competing with each other and how to improve • show some different ways of hitting, throwing and striking a ball • hit a ball or bean bag and move quickly to score a range of points • understand a as a fielder how to get the ball back to the designated area • begin to follow some simple rules (carrying the bat, not over taking someone) • send a ball off a tee using a bat • play two types of games to score: running around a series of hula hoops or forwards and backwards between hula hoops • stop moving when the 'bowler' has the ball • play as a fielder and pass the ball back to the bowler to make the runner stop | <p>run jump hop skip walk jog sidestep hit throw strike score sim target field bowl bat net hoop pass</p> | <p>throw underarm overarm catch pass bowl fielder</p> |



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| <p>Topic: Dance</p> | <p>Prior Knowledge/Links: 7 FMS R</p> <ul style="list-style-type: none"> • move to music • copy dance moves • perform some dance moves • move around the space safely | | |
| <p>National Curriculum Objectives</p> | <p>Key Knowledge and Vocabulary</p> | | |
| <ul style="list-style-type: none"> • master 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 • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. | <ul style="list-style-type: none"> • copy dance moves • make up a short dance, after watching one • dance imaginatively • change rhythm, speed, level and direction • change rhythm, speed, level and direction with consistency • dance with control and co-ordination • make a sequence by linking sections together • link some movement to show a mood or feeling | <p>dance move movements sequence rhythm speed direction travel level control perform</p> | |



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| <p>Topic: Gymnastics</p> | <p>Prior Knowledge/Links: FMS R</p> <ul style="list-style-type: none"> • Perform the basic actions of balancing, travelling, rolling, jumping and climbing • Understand the difference between stillness and movement • Show awareness of body parts, points and position when making still shapes • Link and repeat basic gymnastic actions | | |
| <p>National Curriculum Objectives</p> | <p>Key Knowledge and Vocabulary</p> | | |
| <ul style="list-style-type: none"> • master 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 • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. | <ul style="list-style-type: none"> • explain the importance of moving with control, posture and awareness of space • move with some control and awareness of space • perform the basic actions of balancing, travelling, rolling, jumping and climbing • change speed and direction when travelling • show awareness of body parts, points and position when making still shapes • link and repeat basic gymnastic actions • know how to carry and position equipment safely • create a sequence using 3 or more linked actions combined with basic and intermediate balances • show contrasts on use of body and shape (such as small, tall, straight, curved) • balance on different points of the body, holding a still position • climb and travel safely on equipment • jump in a range of different of ways, showing control and balance on landing | <p>control move movements travel safely rolling jumping climbing position still hold balance shape levels landing</p> | <p>jump star jump straight jump tuck jump</p> |



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| <p>Topic: Swimming and Water Safety</p> | <p>Prior Knowledge/Links:</p> <ul style="list-style-type: none"> • develop water confidence • understand safety around the water • swim up to 10m • begin to use a range of strokes | |
| <p>National Curriculum Objectives</p> | <p>Key Knowledge and Vocabulary</p> | |
| <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations. | <p><i>Taken/adapted from ASA Swim England Stages 1-5</i></p> <ul style="list-style-type: none"> • Enter the water safely. • Move forwards for a distance of 5m. • Move backwards for a distance of 5m. • Move sideways for a distance of 5m. • Scoop the water and wash face. • Be at ease with water showered from overhead. • Move into a stretched floating position using aids, equipment or support. • Regain an upright position from on the back, with support. • Regain an upright position from on the front, with support. • Push and glide in a horizontal position to or from a wall. • Take part in a teacher led partner oriented game. • Demonstrate an understanding of pool rules. • Exit the water safely. <ul style="list-style-type: none"> • Jump in from poolside safely. • Blow bubbles a minimum of 3 rhythmically with nose and mouth submerged. • Regain upright position from the back without support. • Regain an upright position from the front with support. • Push from wall and glide on the back. • Push from wall and glide on the front. • Travel on the back for 5m, aids or equipment may be used. • Travel on the front for 5m, aids or equipment may be used. • Perform a rotation from the front to the back to gain an upright position. • Perform a rotation from the back to the front to gain an upright position. | <p>exit enter front travel rules safely kicking back pulling splash unaided gliding floating breathing</p> |



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- Jump in from poolside and submerge.
 - Sink, push away from wall and maintain a streamlined position.
 - Push and glide on the front with arms extended and log roll onto the back.
 - Push and glide on the back with arms extended and log roll onto the front.
 - Travel 5 metres on the front, perform a tuck to rotate onto the back and return on the back.
 - Fully submerge to pick up an object.
 - Correctly identify three of the four key water safety messages.
 - Push and glide and travel 10 metres on the back.
 - Push and glide and travel 10 metres on the front.
 - Perform a tuck float and hold for three seconds.
 - Exit the water without using steps.
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- Perform a sequence of changing shapes (minimum of three) whilst floating on the surface and demonstrate an understanding of floating.
 - Push and glide from the wall towards the pool floor.
 - Kick 10 metres backstroke (one item of equipment optional).
 - Kick 10 metres front crawl (one item of equipment optional).
 - Kick 10 metres butterfly on the front or on the back.
 - Kick 10 metres breaststroke on the front (one item of equipment optional).
 - Perform a head first sculling action for 5 metres in a flat position on the back.
 - Travel on back and log roll in one continuous movement onto front.
 - Travel on front and log roll in one continuous movement onto back.
 - Push and glide and swim 10 metres, choice of stroke is optional.
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- Perform a flat stationary scull on the back.
 - Perform a feet first sculling action for 5 metres in a flat position on the back.
 - Perform a sculling sequence with a partner for 30-45 seconds to include a rotation.
 - Tread water for 30 seconds.
 - Perform three different shaped jumps into deep water.
 - Push and glide and swim 10 metres backstroke (performed to Swim England expected standards).
 - Push and glide and swim 10 metres front crawl (performed to Swim England expected standards).
 - Push and glide and swim 10 metres breaststroke (performed to Swim England expected standards).
 - Push and glide and swim 10 metres butterfly (performed to Swim England expected standards).
 - Perform a handstand and hold for a minimum of three seconds.
 - Perform a forward somersault.
 - Demonstrate an action for getting help.