



## Physical Education

### PE Learning Objectives taken from the National Curriculum.

### EYFS ages and stages of development taken from the Early Years Foundation Stage Framework.

#### EYFS

The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old.

The Early Years Foundation Stage (EYFS) framework supports an integrated approach to early learning and care. It gives all professionals a set of common principles and commitments to deliver quality early education and childcare experiences to all children.

Below are the Ages and Stages of development for Physical Education (Moving and Handling). As well as offering a wide range of opportunities for developing fine and gross motor skills on a daily basis, through our continuous provision, all children access extra P.E sessions from an outside agency every Wednesday. These sessions are carefully organised to cater for children's specific strengths, areas of development and are accessible for all children including those with specific SEN's. Teachers work closely with the coach in order to plan and provide children with the opportunity to experience a variety of different activities including dance, gymnastics, yoga and games.

<p><b>0-11 months</b></p> <ul style="list-style-type: none"> <li>•Turns head in response to sounds and sights.</li> <li>•Gradually develops ability to hold up own</li> </ul>	<p><b>8-20 months</b></p> <p>Sits unsupported on the floor.</p> <ul style="list-style-type: none"> <li>•When sitting, can lean forward to pick up small toys.</li> </ul>	<p><b>16-26 months</b></p> <p>Walks upstairs holding hand of adult.</p> <ul style="list-style-type: none"> <li>•Comes downstairs backwards on knees (crawling).</li> </ul>	<p><b>22-36 months</b></p> <ul style="list-style-type: none"> <li>•Runs safely on whole foot.</li> <li>•Squats with steadiness to rest or play with object on the ground,</li> </ul>	<p><b>30-50 months</b></p> <ul style="list-style-type: none"> <li>•Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling,</li> </ul>	<p><b>40-60 months</b></p> <ul style="list-style-type: none"> <li>•Experiments with different ways of moving.</li> <li>• Jumps off an object and lands appropriately.</li> </ul>
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<p>head.</p> <ul style="list-style-type: none"> <li>•Makes movements with arms and legs which gradually become more controlled.</li> <li>•Rolls over from front to back, from back to front.</li> <li>•When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms.</li> <li>•Watches and explores hands and feet, e.g. when lying on back lifts legs into vertical position and grasps feet.</li> <li>•Reaches out for, touches and begins to hold objects.</li> <li>•Explores objects with mouth, often picking up an object and holding it to the mouth.</li> </ul>	<ul style="list-style-type: none"> <li>•Pulls to standing, holding on to furniture or person for support.</li> <li>•Crawls, bottom shuffles or rolls continuously to move around.</li> <li>•Walks around furniture lifting one foot and stepping sideways (cruising), and walks with one or both hands held by adult.</li> <li>•Takes first few steps independently. •Passes toys from one hand to the other.</li> <li>•Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them together.</li> <li>•Picks up small objects between thumb and fingers.</li> </ul> <p>Enjoys the sensory experience of making marks in damp sand, paste or paint.</p> <ul style="list-style-type: none"> <li>•Holds pen or crayon using a whole hand (palmar) grasp</li> </ul>	<ul style="list-style-type: none"> <li>•Beginning to balance blocks to build a small tower.</li> <li>•Makes connections between their movement and the marks they make.</li> </ul>	<p>and rises to feet without using hands.</p> <ul style="list-style-type: none"> <li>•Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</li> <li>•Can kick a large ball.</li> <li>•Turns pages in a book, sometimes several at once.</li> <li>•Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</li> <li>•Beginning to use three fingers (tripod grip) to hold writing tools.</li> <li>•Imitates drawing simple shapes such as circles and lines.</li> <li>•Walks upstairs or downstairs holding onto a rail two feet to a step.</li> <li>•May be beginning to show preference for dominant hand.</li> </ul>	<p>crawling, walking, running, jumping, skipping, sliding and hopping.</p> <ul style="list-style-type: none"> <li>•Mounts stairs, steps or climbing equipment using alternate feet.</li> <li>•Walks downstairs, two feet to each step while carrying a small object.</li> <li>•Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>•Can stand momentarily on one foot when shown.</li> <li>•Can catch a large ball.</li> <li>•Draws lines and circles using gross motor movements.</li> <li>•Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>•Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>•Holds pencil near point between first two fingers and thumb and uses it with good control.</li> </ul>	<ul style="list-style-type: none"> <li>•Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>•Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>•Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>•Uses simple tools to effect changes to materials.</li> <li>•Handles tools, objects, construction and malleable materials safely and with increasing control.</li> <li>•Shows a preference for a dominant hand.</li> <li>•Begins to use anticlockwise movement and retrace vertical lines.</li> <li>•Begins to form recognisable letters.</li> <li>•Uses a pencil and</li> </ul>
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				<ul style="list-style-type: none"> <li>•Can copy some letters, e.g. letters from their name.</li> </ul>	<p>holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p><b>Early Learning Goal</b>  <b>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</b></p>
<p><b>Key Stage 1</b></p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p>			<p><b>Pupils should be taught to:</b></p> <p>1.1 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,</p> <p>1.2 participate in team games, developing simple tactics for attacking and defending,</p> <p>1.3 perform dances using simple movement patterns.</p>		
<p><b>Key Stage 2</b></p> <p>Pupils should continue to apply and develop a</p>			<p><b>Pupils should be taught to:</b></p> <p>2.1 use running, jumping, throwing and catching in</p>		

<p>broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p>	<p>isolation and in combination,  2.2 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,  2.3 develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics],  2.4 perform dances using a range of movement patterns,  2.5 take part in outdoor and adventurous activity challenges both individually and within a team,  2.6 compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
<p><b>Swimming and water safety</b>  All schools must provide swimming instruction either in key stage 1 or key stage 2.</p>	<p><b>Pupils should be taught to:</b>  3.1 swim competently, confidently and proficiently over a distance of at least 25 metres  3.2 use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  3.3 perform safe self-rescue in different water-based situations.</p>