



## Physical Development/PE Learning Journey (Intent)

EYFS	Physical Development – Health & Self-care	Physical Development – Moving & Handling
	<i>A Unique Child: observing what a child is learning</i>	
<b>Emerging (30 – 50 months)</b>	<p>Can tell adults when hungry or tired or when they want to rest or play.</p> <ul style="list-style-type: none"> <li>Observes the effects of activity on their bodies.</li> <li>Understands that equipment and tools have to be used safely.</li> <li>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>Can usually manage washing and drying hands.</li> <li>Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</li> </ul>	<p>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, 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> </ul>
<b>Expected (40 – 60+ months)</b>	<p>Eats a healthy range of foodstuffs and understands need for variety in food.</p> <ul style="list-style-type: none"> <li>Usually dry and clean during the day.</li> <li>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> <li>Shows understanding of how to transport and store equipment safely.</li> <li>Practices some appropriate safety measures without direct supervision.</li> </ul>	<p>Experiments with different ways of moving.</p> <ul style="list-style-type: none"> <li>Jumps off an object and lands appropriately.</li> <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>Shows a preference for a dominant hand.</li> </ul>
<b>Expected (Early Learning Goal)</b>	<b>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</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>

	Dance	Gymnastics	Games	Athletics	Evaluation	Healthy Lifestyles
<b>KS1</b>	<p>Pupils should be taught to create dances using a range of movement patterns, including those from different times, place and cultures</p> <ul style="list-style-type: none"> <li>Respond to a range of stimuli and accompaniment</li> <li>Through dance, develop flexibility, strength, technique, control and balance</li> <li>Perform dances using a range of movement patterns</li> </ul>	<p>Pupils should be taught to develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics.</p>	<p>Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending</p>	<p>Pupils should be taught to develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics.</p>		
<b>Year 1 – Emerging knowledge, skills and concepts</b>	<p>Copies and explores basic movements and body patterns</p> <p>Remembers simple movements and dance steps</p> <p>Links movements to sounds and music.</p> <p>Responds to range of stimuli.</p>	<p>Copies and explores basic movements with some control and coordination.</p> <p>Can perform different body shapes</p> <p>Performs at different levels</p> <p>Can perform 2 footed jump</p> <p>Can use equipment safely</p> <p>Balances with some control</p> <p>Can link 2-3 simple movements</p>	<p>Can travel in a variety of ways including running and jumping.</p> <p>Beginning to perform a range of throws.</p> <p>Receives a ball with basic control</p> <p>Beginning to develop hand-eye coordination</p> <p>Participates in simple games</p>	<p>Can run at different speeds.</p> <p>Can jump from a standing position</p> <p>Performs a variety of throws with basic control.</p>	<p>Can comment on own and others performance</p> <p>Can give comments on how to improve performance.</p> <p>Use appropriate vocabulary when giving feedback.</p>	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p>
<b>Year 2 – Expected by the end of KS1</b>	<p>Copies and explores basic movements with clear control.</p> <p>Varies levels and speed in sequence</p> <p>Can vary the size of their body shapes</p> <p>Add change of direction to a sequence</p> <p>Uses space well and negotiates space clearly.</p> <p>Can describe a short dance using appropriate vocabulary.</p> <p>Responds imaginatively to stimuli.</p>	<p>Explores and creates different pathways and patterns.</p> <p>Uses equipment in a variety of ways to create a sequence</p> <p>Link movements together to create a sequence</p>	<p>Confident to send the ball to others in a range of ways.</p> <p>Beginning to apply and combine a variety of skills (to a game situation)</p> <p>Develop strong spatial awareness.</p> <p>Beginning to develop own games with peers.</p> <p>Understand the importance of rules in games.</p> <p>Develop simple tactics and use them appropriately.</p> <p>Beginning to develop an understanding of attacking/ defending</p>	<p>Can change speed and direction whilst running.</p> <p>Can jump from a standing position with accuracy.</p> <p>Performs a variety of throws with control and co-ordination.</p> <p><i>preparation for shot put and javelin</i></p> <p>Can use equipment safely</p>	<p>Can comment on own and others performance</p> <p>Can give comments on how to improve performance.</p> <p>Use appropriate vocabulary when giving feedback.</p>	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle (NB links to Science &amp; DT)</p>
<b>NC Attainment Target notes</b>	<p><b>Key stage 1</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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</li> <li>participate in team games, developing simple tactics for attacking and defending</li> <li>perform dances using simple movement patterns.</li> </ul>					