



PE and Games Over view							
Aspects	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Acquiring and Developing skills</b>	<p>Progressing through ELG</p> <p><b>PSE – Managing Self</b></p> <p>*Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</p> <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>	<p>*Hold a balance whilst walking along a straight line</p> <p>*Zig zag through a series of markers spaced evenly, about 2m apart.</p> <p>*Hop on the spot using the same foot.</p> <p>*Jump for distance</p> <p>*Jump for height.</p> <p>*Catch a bean bag.</p> <p>*Throw a small ball underarm, using the correct technique.</p>	<p>*Throw a small ball underarm, using the correct technique.</p> <p>*Throw a small ball underarm, using the correct technique</p> <p>*Jump for distance controlling the landing</p> <p>*Jump for height with a controlled landing</p> <p>*Catch a small ball</p> <p>* a small ball overarm, using the correct technique</p>	<p>*Balance on one foot</p> <p>*Climb a set of wall bars (or similar)</p> <p>*Perform a side stepping gallop</p> <p>* Run at speed over a distance</p>	<p>*Complete a forward roll and land on the feet (Opt out)</p> <p>*Skip forwards in a fluid motion</p> <p>*Kick a ball accurately</p> <p>*Pass a ball from chest height to a partner</p>	<p>*Perform a sequence of one footed leaps Gallop with a fluid motion</p> <p>*Dribble a football between cones</p>	<p>*Dribble a football between cones</p> <p>*Perform a 'basketball dribble</p> <p>*Strike a ball with a range of bats for accuracy and distance</p>
<b>Applying Skills and Using Tactics</b>	<p><b>PSE – Building Relationship</b></p> <p>*Work and play cooperatively and take turns with others.</p> <p><b>PD – Gross Motor Skills</b></p> <p>*Negotiate space and obstacles safely, with consideration for themselves and others.</p> <ul style="list-style-type: none"> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<p>*Link skills and actions in different ways to suit different activities</p> <p>*Establish sequences of actions and skills which have a clear beginning, middle and ending</p>	<p>*Structure sequences of actions and skills in different orders to improve performance (speed / direction / level / etc)</p>	<p>*Vary skills, actions and ideas and link these in different ways to suit different activities</p> <p>*Vary his/her responses to tactics, strategies and sequences used</p>	<p>*Apply skills and tactics in combination with a partner or as part of a group / team</p>	<p>*Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy</p> <p>*When performing in an activity, draw upon previous knowledge and experiences of tactics, strategies and composition</p> <p>*Develop interest in participating in sports activities and events at a competitive level</p>	<p>*When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others</p>
<b>Evaluating and Improving Performance</b>	<p>strength, balance and coordination when playing.</p> <ul style="list-style-type: none"> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<p>*Describe and comment on performance</p>	<p>*Compare his/her performance with others</p>	<p>*Compare and contrast his/her performance with others</p>	<p>*Comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance</p>	<p>*Identify different levels of performance and use subject specific vocabulary</p>	<p>*Analyse, modify and refine skills and techniques and how these are applied</p> <p>*Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy</p>

**Real PE – Also focuses on developing four areas Personal Skills, Social Skill, Cognitive Skills, Creative skills and Physical skills.**  
**See skill cards for progression.**

<p><b>NC Coverage</b></p>	<p><i>See Development Matters for full coverage 3-4 &amp; Reception in PSE, PD, EAD.</i></p> <p><i>ELG as Above</i></p>	<p><b>KS1</b></p> <ul style="list-style-type: none"> <li>• <i>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</i></li> <li>• <i>participate in team games, developing simple tactics for attacking and defending</i></li> </ul>	<p><b>KS2</b></p> <ul style="list-style-type: none"> <li>• <i>use running, jumping, throwing and catching in isolation and in combination</i></li> <li>• <i>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</i></li> <li>• <i>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i></li> <li>• <i>take part in outdoor and adventurous activity challenges both individually and within a team</i></li> <li>• <i>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i></li> </ul>
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Gymnastics	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Specific Skills Covered</p> <p>Guidance:</p> <p><a href="https://fortiuspe.co.uk/gymnastics-videos/">https://fortiuspe.co.uk/gymnastics-videos/</a></p>	<p><b>PD – Gross Motor Skills</b></p> <p>*Negotiate space and obstacles safely, with consideration for themselves and others.</p> <ul style="list-style-type: none"> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<p>*Show and name three positions in a sitting shape; tuck, straddle and pike.</p> <p>*Show a stretched jump ensuring there is a correct start and finish to the jump.</p>	<p>*Balances: one foot stand, back support</p> <p>*Rolls: circle roll</p> <p><i>Children could begin to learn the Year 1 and 2 set routine (the forward roll could be substituted out)</i></p>	<p>*Balances: dish and arch positions, arabesque</p> <p>*Rolls: dish to arch roll, rocking in a tucked position and standing up</p> <p>* Jumps: tuck and star jumps</p> <p><i>Children begin to link learnt moves together to form short sequences.</i></p>	<p>*Balances: front support, side support, shoulder stand</p> <p><i>Children could begin to learn the Year 3 and set routine (the forward roll and backward roll could be substituted out)</i></p>	<p>*Balances: frog balance</p> <p>*Leaps and jumps: cat leap, stag leap (or jump)</p> <p>*Transfer of weight onto hands (bunny hops, cartwheels)</p> <p><i>Children create sequences containing learnt moves, both individually and with a partner</i></p>	<p>*Balances: bridge</p> <p>*Jumps: half turn and full turn,</p> <p><i>Children could begin to learn the Year 5 and 6 set routine (substituting out moves where necessary)</i></p>
<b>NC Coverage</b>	<p><i>See Development Matters for full coverage 3-4 &amp; Reception in PSE, PD, EAD.</i></p> <p><i>ELG as Above</i></p>	<p><b>KS1</b></p> <ul style="list-style-type: none"> <li>• <i>developing balance, agility and co-ordination</i></li> </ul>	<p><b>KS2</b></p> <ul style="list-style-type: none"> <li>• <i>develop flexibility strength, technique, control and balance</i></li> </ul>				

Swimming			
Swimming	Year 2		Year 6 Non- swimmers
<b>Skills developed Year 2</b>	<ul style="list-style-type: none"> <li>*Enter the water safely and move in all directions for a short distance</li> <li>*Be at ease with water showered from above and wetting the face Maintain a floating -position with aids or support</li> <li>*Push and glide in a horizontal position from the side</li> <li>*Demonstrate an understanding of water safety</li> <li>*Jump in from the poolside safely</li> <li>*Blow bubbles underwater with nose and mouth submerged</li> <li>*Regain upright position from a back or front float</li> <li>*Push and glide on the back from the side of the pool</li> <li>*Perform a 360 degree rotation from front to back and back to front</li> <li>*Jump into the pool and submerge briefly</li> <li>*Sink, push away from the wall and glide underwater for a short distance</li> <li>*Submerge fully to pick up an object from the bottom</li> <li>*Have a reasonable knowledge of the water safety code</li> <li>*Perform a sequence of changing shapes whilst floating on the surface</li> <li>*Swim approx. 10m using a range of different strokes (back / breast / front crawl)</li> <li>*Exit the water without using steps</li> <li>*Swim 25m using any stroke</li> </ul>		<b>Repeat skills</b>
<b>NC Coverage</b>	<ul style="list-style-type: none"> <li><i>*swim competently, confidently and proficiently over a distance of at least 25 metres</i></li> <li><i>*use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</i></li> <li><i>*perform safe self-rescue in different water-based situations.</i></li> </ul>		

<i>Dance</i>	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Skills Covered</b>	<p><b>ELG</b> <b>PD – Gross Motor Skills</b> *Negotiate space and obstacles safely, with consideration for themselves and others.</p> <ul style="list-style-type: none"> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, <b>dancing</b>, hopping, skipping and climbing.</li> </ul> <p><b>EAD – BI&amp;E</b> *Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>*Copy and repeat actions. Put a sequence of actions together to create a motif. *Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. *Begin to improvise independently to create a simple dance.</p>	<p>*Copy, remember and repeat actions. *Create a short motif inspired by a stimulus. Change the speed and level of their actions. *Use simple choreographic devices such as unison, canon and mirroring.</p>	<p>*Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. *Begin to compare and adapt movements and motifs to create a larger sequence. *Use simple dance vocabulary to compare and improve work.</p>	<p>*Identify and repeat the movement patterns and actions of a chosen dance style. *Compose a dance that reflects the chosen dance style. *Confidently improvise with a partner or on their own. *Compose longer dance sequences in a small group.</p>	<p>*Identify and repeat the movement patterns and actions of a chosen dance style. *Compose individual, partner and group dances that reflect the chosen dance style. Show a change of pace and timing in their movements. *Develop an awareness of their use of space</p>	<p>*Identify and repeat the movement patterns and actions of a chosen dance style. *Compose individual, partner and group dances that reflect the chosen dance style. *Use dramatic expression in dance movements and motifs. *Perform with confidence, using a range of movement patterns.</p>
<b>NC Coverage</b>	<p><i>See Development Matters for full coverage 3-4 &amp; Reception in PSE, PD, EAD.</i>  <i>ELG as Above</i></p>	<p><i>KS1</i></p> <ul style="list-style-type: none"> <li>• <i>perform dances using simple movement patterns.</i></li> </ul>			<p><i>KS2</i></p> <ul style="list-style-type: none"> <li>• <i>perform dances using a range of movement patterns</i></li> </ul>		

## EYFS PE –

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This table demonstrates which statements from the 2020 Development Matters are prerequisite skills for PE within the national curriculum. The table below outlines the most relevant statements the Development Matters age ranges for Three and Four- Year-Olds and Reception to match the programme of study for PE. The Early Learning Goals in the EYFS statutory framework are then shown in the tables above.

The most relevant statements for PE are taken from the following areas of learning:

**Personal, Social and Emotional Development**

**Physical Development**

**Expressive Arts and Design**

EYFS - PE coverage		
Three and Four-Year-Olds	Personal, Social and Emotional Development	<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>
	Physical Development	<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>
	Expressive Arts and Design	Respond to what they have heard, expressing their thoughts and feelings.

<b>Reception</b>	Personal, Social and Emotional Development	Manage their own needs.
	Physical Development	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping - climbing</p> <ul style="list-style-type: none"> <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>
	Expressive Arts and Design	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <ul style="list-style-type: none"> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <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>Early Learning Goal (ELG)</b>	See skills coverage in table above	