



## Physical Education

Fundamental Movement Skills		
EYFS/Rec	Year 1	Year 2
<p>To introduce locomotor Skills – These involve transporting your body from A – B. This includes running, jumping and hopping.</p> <p>To introduce body management skills – this includes balancing actions.</p> <p>To introduce manipulative skills – this involves imparting force with or on an external object. This includes rolling/underarm throw and catching.</p> <p>The 6 FMS skills that we will teach explicitly in FS are:</p> <ul style="list-style-type: none"> <li>• Run</li> <li>• Jump</li> <li>• Balance</li> <li>• Hop</li> <li>• Roll/Underarm throw</li> <li>• Catch</li> </ul> <p>Gymnastics – To introduce the basic skills of travelling, rolling and jumping.</p> <p>Dance – To explore and experiment with different creative movement actions in response to a theme.</p>	<p>FMS A/B – 12 FMS Skills</p> <p>To develop locomotor Skills – These involve transporting your body from A – B. This includes running, jumping, skipping, hopping and sidestepping.</p> <p>To develop body Management Skills – This includes balancing actions.</p> <p>Year 1 FMS Skill Components</p> <p>Run –</p> <ul style="list-style-type: none"> <li>• Travel in a straight line.</li> <li>• Keep head up with eyes focussed straight ahead.</li> </ul> <p>Jump –</p> <ul style="list-style-type: none"> <li>• Bend knees before take off and on landing</li> <li>• Both feet leave the floor at the same time</li> </ul> <p>Balance-</p> <ul style="list-style-type: none"> <li>• Support leg is still with foot flat on the floor.</li> <li>• Other knee is lifted and bent</li> </ul> <p>Hopping-</p> <ul style="list-style-type: none"> <li>• Take off and land from ball of foot</li> <li>• Non hopping leg is bent behind their hopping leg</li> </ul> <p>Skipping-</p> <ul style="list-style-type: none"> <li>• Take off from and lands on balls of feet</li> <li>• Land on alternate legs</li> </ul> <p>Side Stepping –</p> <ul style="list-style-type: none"> <li>• Body face forwards when we side step</li> <li>• Take off on one foot and lead with the other</li> </ul>	<p>FMS A/B – 12 FMS Skills</p> <p>To develop locomotor Skills – These involve transporting your body from A – B. This includes running, jumping, skipping, hopping and sidestepping.</p> <p>To develop body Management Skills – This includes balancing actions.</p> <p>Year 2 FMS Skill Components (in addition to year 1 components)</p> <p>Run -</p> <ul style="list-style-type: none"> <li>• Use opposite arms and legs when swinging arms.</li> <li>• As speed increase both feet will lift off the floor</li> </ul> <p>Jump-</p> <ul style="list-style-type: none"> <li>• Swing arms back behind their body in preparation to jump.</li> <li>• Swing arms forwards with force during take-off.</li> </ul> <p>Balance-</p> <ul style="list-style-type: none"> <li>• Arms out straight and extended to the sides of the body.</li> <li>• Remain still for 3-5 seconds</li> </ul> <p>Hopping-</p> <ul style="list-style-type: none"> <li>• Both elbows are bent with arms swinging backwards and forwards</li> <li>• Remain balanced and stable when hopping.</li> </ul> <p>Side stepping-</p> <ul style="list-style-type: none"> <li>• Bring the following foot to meet leading foot</li> <li>• Take off and land on balls of feet.</li> </ul>

	<p><b>FMS C/D</b></p> <p>To develop manipulative Skills –this involves imparting force with or on an external object.</p> <p>These skills include kicking, striking, rolling, underarm throwing, overarm throwing and catching.</p> <p>Rolling an object-</p> <ul style="list-style-type: none"> <li>• Stand facing the target.</li> <li>• Opposite foot forward, knees bent, arm sends ball forward.</li> </ul> <p>Underarm Throw-</p> <ul style="list-style-type: none"> <li>• Stand face onto the target.</li> <li>• Opposite foot forward and swing throwing arm backwards and forwards.</li> </ul> <p>Over arm throw-</p> <ul style="list-style-type: none"> <li>• Stand side on to the target.</li> <li>• Throwing arm moves back, above and behind head, moving forward to release the object.</li> </ul> <p>Catching-</p> <ul style="list-style-type: none"> <li>• Stand with feet slightly apart, keeping eye on the object.</li> <li>• Make a target with your hands and attempt to grip the ball with your fingers.</li> </ul> <p>Kicking-</p> <ul style="list-style-type: none"> <li>• Eyes are focussed on the ball.</li> <li>• Bend the knee of the kicking leg, foot makes contact with the ball.</li> </ul> <p>Striking –</p> <ul style="list-style-type: none"> <li>• Take up a side on stance with feet slightly apart.</li> <li>• Track the trajectory or flight of the object and attempt to make contact.</li> </ul>	<p><b>FMS C/D</b></p> <p>To develop manipulative Skills –this involves imparting force with or on an external object.</p> <p>These skills include kicking, striking, rolling, underarm throwing, overarm throwing and catching.</p> <p>Rolling an object-</p> <ul style="list-style-type: none"> <li>• Arms swings back and object is released to travel smoothly across the floor.</li> <li>• Use opposite arm to aim towards the target.</li> </ul> <p>Underarm throw-</p> <ul style="list-style-type: none"> <li>• Aim with opposite hand.</li> <li>• Well-timed release and follow through.</li> </ul> <p>Over arm throw –</p> <ul style="list-style-type: none"> <li>• Aim with opposite arm raised in direction of throw.</li> <li>• Well-timed release and follow through.</li> </ul> <p>Catching-</p> <ul style="list-style-type: none"> <li>• Catch the ball in your hand and pull towards body.</li> <li>• Adjust the body and move to catch the ball (when needed)</li> </ul> <p>Kicking-</p> <ul style="list-style-type: none"> <li>• Non kicking foot is place next to the ball</li> <li>• Use the top of foot (laces) to contact the ball and follow through.</li> </ul> <p>Striking-</p> <ul style="list-style-type: none"> <li>• Swing the bat or racquet to make clear contact with the object and follow through.</li> <li>• Adjust and move position before attempting to strike (when needed)</li> </ul>
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Year Group		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b><u>Target and Invasion Games</u></b></p> <p><b>KS1</b></p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities.</p> <p><b>KS2</b></p> <p>Use running, jumping, throwing and catching in isolation and combination.</p> <p>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p>				<p>Send and receive a ball.</p> <p>Send a ball and move into space.</p> <p>Send and receive in a simple game.</p> <p>Use more than one simple tactic.</p> <p>Evaluate success.</p>	<p>To send and receive a ball.</p> <p>To travel with a ball.</p> <p>Travel with a ball with control.</p> <p>Use various simple tactics to outwit an opponent.</p> <p>Apply basic principles of attack.</p> <p>Travel with a ball with control in a game.</p> <p>Evaluate success.</p>	<p>To develop the skill of passing and catching a netball/basketball/handball.</p> <p>Develop the skill of a shoulder pass.</p> <p>Develop the skill of shooting in netball/Handball/Basketball.</p> <p>Select appropriate strategies for attack.</p> <p>Evaluate work and suggest ways to improve.</p> <p>Choose and apply netball/handball/basketball based skills consistently in a game situation.</p>	<p>Develop the skill of running with a rugby ball in two hands. Travelling with the ball using football/basketball/handball.</p> <p>Develop the skill of passing/catching a ball.</p> <p>To be able to score.</p> <p>Develop an understanding of when to run and when to pass the ball.</p> <p>Apply basic strategic and tactical principles of attack.</p> <p>Apply basic strategic and tactical principles of defence.</p> <p>Use skills and tactics for an invasion typed game.</p> <p>Evaluate their own and others success and suggest ways to improve.</p> <p>Understand basic principles of a warm up that will lead to invasion-based activities.</p> <p>Develop own games through collaboration and creativity.</p>

<p><b>Athletics</b></p> <p><b>KS1</b></p> <p>Master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities.</p> <p>Develop balance, agility and co-ordination and begin to apply these in a range of activities.</p> <p><b>KS2</b></p> <p>Use running, jumping, throwing and catching in isolation and combination.</p> <p>Develop flexibility, strength, technique, control and balance (For example, through athletics and gymnastics).</p>				<p>Run, throw, and jump.</p> <p>To perform the pull throwing action.</p> <p>To explore different running techniques.</p> <p>To perform the sling throw.</p> <p>To develop jumping actions.</p> <p>Select an appropriate running technique for distance.</p> <p>To perform a push throw.</p>	<p>To perform a start in a sprint type race.</p> <p>To throw for distance using three different throws.</p> <p>To perform a hop, step and jump.</p> <p>To pass a baton successfully in a race.</p> <p>To perform 5 different jumps.</p> <p>To perform in athletic type competitive events (run, jump and throw).</p>	<p>To develop running skills in isolation.</p> <p>To develop throwing skills.</p> <p>To evaluate their own success.</p> <p>To explore ways of combining jumping actions.</p> <p>To develop throwing skills in an athletic type activity.</p> <p>To develop jumping actions in combination.</p>	<p>To develop running skills in isolation.</p> <p>To develop throwing skills in an athletic type activity.</p> <p>To develop running, jumping and throwing skills in an athletic type activity.</p> <p>To compare their performances with previous ones and demonstrate.</p> <p>Improvement to achieve their personal best.</p>
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<p><b><u>Gymnastics</u></b></p> <p><b>KS1</b></p> <p>Develop balance, agility and co-ordination and begin to apply these in a range of activities.</p> <p><b>KS2</b></p> <p>Develop flexibility, strength, technique, control and balance (For example, through athletics and gymnastics. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>		<p>Develop the basic skills of travelling .</p> <p>Develop basic skills of rolling.</p> <p>Develop basic skills of jumping.</p> <p>Perform basic skills with straight and tuck shapes.</p> <p>To link movements together.</p> <p>Link travel, roll and jump with two different shapes.</p> <p>Create a sequence on the floor and adapt to apparatus.</p>	<p>Improve their travelling, jumping and rolling.</p> <p>Develop simple balancing skills individually and with a partner.</p> <p>Remember and repeat simple sequences and perform them on the floor and apparatus.</p> <p>Set up apparatus safely.</p>	<p>Develop ways of travelling on hands and feet.</p> <p>Improve balance on small and large body parts.</p> <p>Create a sequence of travelling and balancing actions.</p> <p>To develop more challenging rolls.</p> <p>Develop Jump-Shape-Landing.</p> <p>Create a sequence of gymnastic actions.</p> <p>Recognise and evaluate their own and</p>	<p>To develop ways of travelling on feet and hands and feet.</p> <p>To develop balance on small body parts.</p> <p>To develop a range of jumping actions.</p> <p>To develop balance on large body parts.</p> <p>To create a gymnastic sequence of travelling and balancing.</p> <p>To explore different ways of rolling.</p> <p>To perform rolling actions and link these with other actions to create a sequence.</p> <p>To explore different ways of balancing, jumping and travelling. To create a sequence using travelling, balancing, jumping and rolling that meet a set of conditions.</p>	<p>To perform partner balances (matched and mirrored).</p> <p>To perform counter balance.</p> <p>To perform Counter tension balances.</p> <p>To evaluate and recognise their own success.</p> <p>To create a gymnastic sequence with a partner.</p> <p>To perform the core task “Acrobatic gymnastics”.</p> <p>To evaluate and recognise their success.</p> <p>To develop a sequence onto apparatus.</p>	<p>To perform matched and mirrored paired balances.</p> <p>To perform counter balance and counter tension paired balances.</p> <p>To perform a group counter balance.</p> <p>To create a gymnastic sequence with counter balances and counter tension in a group.</p> <p>To evaluate success of group and paired balances.</p>
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				<p>others success.</p> <p>Perform gym actions using apparatus.</p>	<p>To make simple judgements about the quality of performances.</p> <p>To create a sequence using travelling, balancing, jumping and rolling that meet a set of conditions.</p>		
<p><b><u>Dance</u></b></p> <p><b>KS1</b></p> <p>Perform dances using simple movement patterns.</p>		<p>Explore different ways of travelling and using space.</p> <p>Create travelling patterns using a stimulus.</p>	<p>Create ideas adding expressions and develop ways to improve our work.</p> <p>Create effective travelling pathways individually and in a group.</p>	<p>Create movement using a stimulus.</p> <p>To explore dance movements and patterns.</p> <p>To work with a partner to create dance patterns.</p>	<p>Identify and practise patterns and actions of dance style.</p>	<p>Identify and practise the patterns and actions of the chosen dance theme.</p> <p>Produce a dance phrase in</p>	<p>To practise patterns and actions in response to a theme.</p> <p>Demo an awareness of music's rhythm</p>

<b>KS2</b>  Perform dances using a range of movement patterns.		Create pathways using a stimulus.  Develop simple dance phrases.  Change speed and direction.  Explore basic body patterns.	Perform a whole class performance.  Understand unison and cannon.  Improve timings.  Work to music.	Show rhythm and expression.  Precision in movement.  To work co-operatively.  in front of others.	Demo an awareness of the music's beat and rhythm.  Create an individual dance and partner dance that reflects the theme.  To dance using a range of movements.  Evaluate own work.	response to the music.  Apply key components of dance: Travel, Jump, Stillness, Gesture and Turn.  To create a group dance with creative ideas.  Evaluate own and others work.	when improvising.  Show strong gesture and dynamics throughout.  To create a dance that represents the chosen theme.  To perform and analyse own and others performance.
<u><b>OAA</b></u>  <b>KS2</b>  Take part in outdoor and adventurous activity challenges both individually and within a team.				To describe how to use simple maps within a lesson.  To develop map work and orientation of the school site.  To work in collaboration to solve tasks and problems.  To warm up and prepare appropriately for different OAA activities.	To describe how we can work in small groups to support plans.  To embed map work and orientation of the school site.  To use and create routes for	To describe how collaboration is required during OAA.  To consolidate map work and orientation.  To set up courses	To describe how to create a course/map.  To set up courses for others with confidence.  To warm up and prepare appropriately for different

				<p>To work in small groups with minimal support from teacher.</p> <p>To describe the short term and beneficial effects of different OAA activities on the body.</p>	<p>each other using simple plans.</p> <p>To support and assist in-group problem solving tasks.</p> <p>To consolidate map work and orientation.</p> <p>To talk about what they have done, using appropriate vocabulary with support.</p> <p>To talk about exercising, safety and short term exercise.</p>	<p>for others to navigate.</p> <p>To work in small groups with minimal support from teacher.</p> <p>To explain how working in teams and having good sportsmanship supports the development of skills, playing fairly and respectfully in all competitive situations.</p> <p>To safely perform teacher led warm-ups.</p>	<p>OAA activities.</p> <p>Can recognise hazards.</p> <p>To develop more advanced Orienteering techniques.</p> <p>Can feedback the importance of teamwork and communication.</p> <p>To talk about exercising, safety and short term effects of exercise.</p>
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<p><b><u>Swimming</u></b></p> <p><b><u>KS2</u></b></p> <p><b>Swim</b></p> <p><b>competently</b></p> <p><b>and proficiently</b></p> <p><b>over a distance</b></p> <p><b>of at least 25</b></p> <p><b>meters.</b></p> <p><b>Use a range of</b></p> <p><b>strokes</b></p> <p><b>effectively (for</b></p> <p><b>example, front</b></p> <p><b>crawl,</b></p> <p><b>backstroke and</b></p> <p><b>breaststroke),</b></p> <p><b>Perform safe</b></p> <p><b>self-rescue in</b></p> <p><b>different water</b></p> <p><b>based</b></p> <p><b>situations.</b></p>						<ul style="list-style-type: none"><li>▪ Swim competently and proficiently over a distance of at least 25 meters.</li><li>▪ Use a range of strokes effectively.</li><li>▪ Perform safe self-rescue in different water based situations.</li></ul>	<ul style="list-style-type: none"><li>▪ Swim competently and proficiently over a distance of at least 25 meters.</li><li>▪ Use a range of strokes effectively.</li><li>▪ Perform safe self-rescue in different water based situations.</li></ul>
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