



PHYSICAL EDUCATION AT WOODHALL SCHOOL



Nursery

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| Personal, Social and Emotional Development | <ul style="list-style-type: none"> • 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. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. |
| Physical Development | <ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. • 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. • 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. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. |
| Expressive Arts and Design | <ul style="list-style-type: none"> • Expressive Arts and Design • Respond to what they have heard, expressing their thoughts and feelings. |

Reception

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| Personal, Social and Emotional | <ul style="list-style-type: none"> • Manage their own needs. - personal hygiene • Know and talk about the different factors that support overall health and wellbeing: - regular physical activity |
| Physical Development | <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • 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. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. |

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| | <ul style="list-style-type: none"> • Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. • Develop overall body strength, balance, coordination and agility. |
| Expressive Arts and Design | <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Explore and engage in music making and dance, performing solo or in groups. |
| YEAR 1 | |
| | <ul style="list-style-type: none"> • I can select and use skills, actions and ideas appropriately applying them with coordination and control. • I can show that I understand tactics and composition by starting to vary how I respond. • I can see how my work is similar to and different from others' work and use this understanding to improve my own performance. • I can give reasons why warming up before an activity is important and why physical activity is good for my health. • I can choose appropriate movements for different dance ideas. • I can remember and repeat short dance phrases and simple dances. |
| YEAR 2 | |
| | <ul style="list-style-type: none"> • I can link skills, techniques and ideas and apply them accurately and appropriately. • I can show that my performance has precision, control and fluency and that I understand tactics and composition. • I can compare and comment on skills and techniques and the ways they are applied in my own and others' work and use this understanding to improve my own performance. • I can explain and apply basic safety principles in preparing for exercise and describe what effects exercise has on my body and how it is valuable to my fitness and health. • I can choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling. • I can remember and repeat dance phrases. |
| YEAR 3 | |
| | <ul style="list-style-type: none"> • I can select and combine my skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency. • I can draw on what I know about strategy, tactics and composition when I am performing. • I can analyse and comment on skills and techniques and how these are applied in my own and others' work. • I can modify and refine skills and techniques to improve my own performance. • I can explain how the body reacts during different types of exercise and warm up and cool down in ways that suit the activity. • I can explain why regular safe exercise is good for my fitness and health. • I can share and create dance phrases with a partner and in a small group. • I can use dynamic, rhythmic and expressive qualities clearly and with control. • I can swim 25 metres with confidence. • I can demonstrate that I understand some lifesaving skills, e.g. treading water, floating on back, sculling. |

YEAR 4

- I can select and combine skills, techniques and ideas and apply them in ways that suit the activity with consistent precision, control and fluency.
- I can draw on what I know about strategy, tactics and composition in different situations when I am planning my own and others' work, incorporating what I know about my own and others' strengths and weaknesses.
- I can analyse and comment on how skills, techniques and ideas are used in my own and others' work and on compositional and other aspects of performance and suggest ways to improve.
- I can explain how to prepare for and recover from activities.
- I can explain how different types of exercise contribute to my fitness and health.
- I can describe how I might get involved in other types of activities and exercise.
- I can use simple motifs and movement patterns to structure dance phrases on my own, with a partner and in a group.
- I can refine, repeat and remember dance phrases and dances.

YEAR 5

- I can select and combine advanced skills, techniques and ideas adapting them accurately and appropriately.
- I can consistently show precision, control, fluency and originality.
- I can draw on what I know of the principles of advanced tactics and compositional ideas and apply them in my own and others' work, modifying them in different situations.
- I can analyse and comment on my own and others' work as individuals and team members, showing that I understand how skills, tactics or composition and fitness relate to the quality of performance.
- I can explain the principles of practice and training and apply them effectively.
- I can explain the benefits of regular, planned activities on fitness and health and plan my own appropriate exercise and activity programme.
- I can compose motifs and plan dances creatively and collaboratively in a group.
- I can adapt and refine the way I use weight, space and rhythm in my dances to express myself in the style of dance I use.

YEAR 6

- I can consistently distinguish and apply advanced skills, techniques and ideas, consistently showing high standards of precision, control, fluency and originality.
- I can draw on what I know of the principles of advanced tactics or composition, applying these principles with proficiency and flair in my own and others' work.
- I can adapt the above appropriately and in different situations and with other performers.
- I can evaluate my own and others' work showing that I understand the impact of skills, strategy and tactics or composition and fitness on the quality and effectiveness of performance.
- I can plan ways in which my own and others' performance could be improved.
- I can use my knowledge of fitness and health to plan my own appropriate exercise and activity programme.
- I can work creatively and imaginatively on my own, with a partner and in a group to compose motifs and structure simple dances.
- I can perform dances fluently and with control.

Objectives to be achieved through:

Ks1

- Fundamental movement skills - run, jump, throw, catch.
- Agility, balance, co-ordination
- Gymnastics
- Team games: attacking and defending tactics
- Perform dances

KS2

- Run, jump, throw, catch in isolation and combination.
- Competitive games.
- Flexibility, strength, technique, control, balance.
- Dance.
- Outdoor/adventurous activity.
- Compare personal performance with previous and demo improvement.
- Swimming

Swimming lessons to be undertaken at a local leisure centre.