

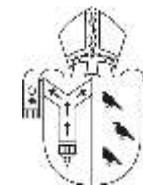


Early Years Foundation Stage

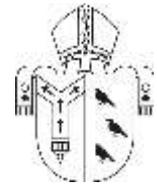
Physical Development- Handling and Movement

The tables below set out what you should be observing a child doing at each stage, if they are developing typically for their age.

Age	Typical behaviour
Birth- 11 months	<ul style="list-style-type: none"> • Turns head in response to sounds and sights. • Gradually develops ability to hold up own head. • Makes movements with arms and legs which gradually become more controlled. • Rolls over from front to back, from back to front. • When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms. • Watches and explores hands and feet, e.g. when lying on back lifts legs into vertical position and grasps feet. • Reaches out for, touches and begins to hold objects. • Explores objects with mouth, often picking up an object and holding it to the mouth.
8-20 months	<ul style="list-style-type: none"> • Sits unsupported on the floor. • When sitting, can lean forward to pick up small toys. • Pulls to standing, holding on to furniture or person for support. • Crawls, bottom shuffles or rolls continuously to move around. • Walks around furniture lifting one foot and stepping sideways (cruising), and walks with one or both hands held by adult. • Takes first few steps independently. • Passes toys from one hand to the other. • Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them together. • Picks up small objects between thumb and fingers. • Enjoys the sensory experience of making marks in damp sand, paste or paint. • Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes.



16-26 months	<ul style="list-style-type: none"> • Walks upstairs holding hand of adult. • Comes downstairs backwards on knees (crawling). • Beginning to balance blocks to build a small tower. • Makes connections between their movement and the marks they make.
22-36 months	<ul style="list-style-type: none"> • Runs safely on whole foot. • Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. • Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. • Can kick a large ball. • Turns pages in a book, sometimes several at once. • Shows control in holding and using jugs to pour, hammers, books and mark-making tools. • Beginning to use three fingers (tripod grip) to hold writing tools • Imitates drawing simple shapes such as circles and lines. • Walks upstairs or downstairs holding onto a rail two feet to a step. • May be beginning to show preference for dominant hand.
30-50 months	<ul style="list-style-type: none"> • 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. • Mounts stairs, steps or climbing equipment using alternate feet. • Walks downstairs, two feet to each step while carrying a small object. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. • Can catch a large ball. • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name.



40-60 months	<ul style="list-style-type: none">• Experiments with different ways of moving.• Jumps off an object and lands appropriately.• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.• Travels with confidence and skill around, under, over and through balancing and climbing equipment.• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.• Uses simple tools to effect changes to materials.• Handles tools, objects, construction and malleable materials safely and with increasing control.• Shows a preference for a dominant hand.• Begins to use anticlockwise movement and retrace vertical lines.• Begins to form recognisable letters.• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.
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Early Learning Goal- Moving and Handling

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.



Physical Education Programme of Study

Key stage 1

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.

Pupils should be taught to:

- 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

	Year 1	Year 2
Games	<p>Know that being active is good for them and start to describe how their body is feeling before and after exercise.</p> <p>Be confident in spaces used to play games.</p> <p>Watch, copy and describe what others are doing.</p> <p>Move with control.</p> <p>Hit a ball with a bat.</p> <p>Throw in different ways.</p> <p>Use hitting, kicking and/or rolling in a game.</p> <p>Follow rules.</p>	<p>Describe how their body is feeling after different activities.</p> <p>Improve the way they coordinate and control their bodies and the range of equipment used.</p> <p>Decide where the best place to be is during a game.</p> <p>Start to play team games.</p> <p>Choose and use simple tactics in a game.</p> <p>Recognise good quality in performance and use that information to improve their work.</p> <p>Start improving accuracy of throwing and catching.</p>



<p>Dance</p>	<p>Copy dance moves.</p> <p>Make up a short dance using simple movements.</p> <p>Change rhythm, speed, level and direction.</p>	<p>Change rhythm, speed, level and direction.</p> <p>Dance with control and co-ordination.</p> <p>Make a sequence by linking movements together.</p> <p>Link some movement to show mood or feeling.</p>
<p>Gymnastics</p>	<p>Explore shape, space and agility in different gymnastic actions.</p> <p>Watch, copy and describe what they and others have done.</p> <p>Perform movement 'sentences' using a range of body actions e.g. turns, jumps, balance and levels.</p> <p>Copy or create and link simple movement together forming a beginning, middle and end.</p>	<p>Remember, repeat and link combinations of gymnastic actions, shape and balances with control and precision.</p> <p>Choose, use and vary simple ideas in the movement 'sentence' that they have created and perform to an audience.</p> <p>Improve their work using information they have gained by watching and listening.</p>
<p>Athletics</p>	<p>Use their bodies and a variety of equipment with greater control and coordination.</p> <p>Begin to control running and jumping.</p>	<p>Start to explore techniques for improving control and speed/distance of running and jumping.</p>
<p>Outdoor and adventurous activities</p>	<p>Follow simple routes and trails with support, orientating themselves successfully.</p> <p>Solve simple challenges and problems successfully.</p>	<p>Follow simple routes and trails more independently, orientating themselves successfully.</p> <p>Solve more complex challenges and problems successfully.</p>



Key stage 2

Pupils should continue to apply and develop a 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.

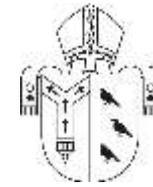
Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- 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
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

	Year 3	Year 4	Year 5	Year 6
Games	<p>Throw and catch with control when under limited pressure.</p> <p>Travel whilst bouncing a ball showing control.</p> <p>Can use a range of skills to help keep possession and control of the ball.</p> <p>Can perform basic skills needed for games with control and consistency.</p>	<p>An awareness of space and is able to use it to support team-mates and cause problems for the opposition.</p> <p>Is able to move to find a space when they are not in possession during a game.</p> <p>Is able to catch a ball with one hand.</p> <p>Strike a ball with intent and throw it more accurately</p>	<p>Can travel with a ball showing changes of speed and direction using either hand or foot.</p> <p>Can use a range of techniques when passing e.g. high, low, bounced, fast and slow.</p> <p>Use a number of techniques to pass, dribble and shoot.</p>	<p>Explain complicated rules and play games showing tactical awareness.</p> <p>Make a team plan and communicate it to others.</p> <p>I can lead others in a game situation.</p> <p>Can dribble effectively around obstacles.</p>



	<p>Can choose and use batting or throwing skills to make the game harder for their opponents.</p> <p>Can choose good places to stand when receiving, and give reasons for their choices.</p>	<p>when bowling and/or fielding.</p> <p>Can use a range of skills with increasing control.</p> <p>Can keep and use rules they are given.</p> <p>Can effectively play a competitive net/wall game.</p>	<p>Gain possession by working as a team.</p> <p>Can hit the ball from both sides of the body e.g. forehand and backhand.</p> <p>Can hit the ball with purpose, varying height, speed and direction.</p>	<p>Choose when to pass or dribble, so that they keep possession and make progress towards the goal.</p> <p>Play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game, use different ways of bowling.</p>
<p>Dance</p>	<p>Improvise freely, translating ideas from a stimulus into movement.</p> <p>Share and create phrases with a partner and in small groups.</p> <p>Repeat, remember and perform these phrases in a dance.</p>	<p>Use dance to communicate an idea.</p> <p>Take the lead when working with a partner or group.</p> <p>Make sure my dance moves are clear and fluent.</p> <p>Work on my movements and refine them.</p> <p>Compose my own dances in a creative and imaginative way.</p> <p>My movements are controlled.</p>	<p>Perform to an accompaniment, expressively and sensitively.</p> <p>My movements are controlled.</p> <p>My dance shows clarity, fluency, accuracy and consistency.</p>	<p>Develop imaginative dances in a specific style.</p> <p>Choose my own music, style and dance.</p> <p>Can evaluate their own dance and adapt it to make it better, and those of others.</p> <p>Create a structure to their dance.</p>



<p>Gymnastics</p>	<p>Can improve the quality of their actions, body shapes and balances.</p> <p>Can select appropriate actions and consolidate simple ideas.</p> <p>Can know the importance of strength.</p> <p>Can evaluate their work and quality of their performance.</p> <p>Can recognise how their work can be improved</p>	<p>Can develop a range of actions, body shapes and include in a performance.</p> <p>Can create gymnastic sequences that meet a theme or set of objectives.</p> <p>Can describe how their body reacts to different situations.</p> <p>Can make simple judgments on their own and others work.</p> <p>Can suggest ways performances can be improved.</p>	<p>Can perform actions in a fluent and consistent performance.</p> <p>Can create sequences and adapt.</p> <p>Can know and understand the basic the principles of warming up and why it is important</p> <p>Can include change of speed.</p> <p>Can include change of direction.</p> <p>Can include a range of shapes.</p>	<p>Can combine my own work with that of others.</p> <p>Can link my sequences to specific timings.</p> <p>Can evaluate their own work and the work of others.</p> <p>Can suggest ways of improvements.</p>
<p>Athletics</p>	<p>Can run at different speeds, changing speed and direction.</p> <p>Can make up and repeat a short sequence of linked jumps.</p> <p>Can take part in a relay activity, remembering when to run and what to do</p>	<p>Can sprint over a short distance.</p> <p>Can throw in different ways.</p> <p>Can hit a target.</p> <p>Can jump in different ways.</p> <p>Can combine running and jumping.</p>	<p>Use running, jumping, throwing and catching in isolation and in combination. Show developing control for throwing, running, jumping and balance.</p>	<p>Develop technical understanding of athletic activity.</p> <p>Develop control for throwing, running, jumping, and balance.</p>



<p>Outdoor and Adventurous activities</p>	<p>Develop confidence in performing in different places and spaces.</p> <p>Can follow a map in a familiar context.</p> <p>Move from one location to another following a map.</p> <p>Use clues to follow a route.</p> <p>Follow a route safely.</p>	<p>Follow a map in a more demanding familiar context.</p> <p>Can move from one location to another following a map.</p> <p>Can use clues to follow a route.</p> <p>Can follow a route accurately, safely and within a time limit.</p>	<p>Develop and refine orienteering and problem-solving skills when working in groups and on their own.</p> <p>Decide what approach to use to meet challenges set.</p>	<p>Develop confidence in attempting activities in familiar and unfamiliar environments.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p>
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Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, by the end of Key Stage 2, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Minimum requirement	Above expectations	High Attainment
<p>I can swim between 25 and 50metres unaided.</p> <p>I can keep swimming for 30 to 45 seconds, using swimming aids and support.</p> <p>I can use a variety of basic arm and leg actions when on my front and on my back.</p> <p>I can swim on the surface and lower myself under water.</p> <p>I can take part in group problem-solving activities on personal survival.</p> <p>I can recognise how my body reacts and feels when swimming.</p> <p>I can recognise and concentrate on what I need to improve.</p>	<p>I can swim between 50 and 100 metres and keep swimming for 45 to 90 seconds.</p> <p>I can use 3 different strokes, swimming on my front and back.</p> <p>I can control my breathing.</p> <p>I can swim confidently and fluently on the surface and under water.</p> <p>I can work well in groups to solve specific problems and challenges, sharing out the work fairly.</p> <p>I can recognise how swimming affects my body, and pace my efforts to meet different challenges.</p> <p>I can suggest activities and practices to help improve my own performance.</p>	<p>I can swim further than 100 metres.</p> <p>I can swim fluently and confidently for over 90 seconds.</p> <p>I can use all 3 strokes with control.</p> <p>I can swim short distances using butterfly.</p> <p>I can breathe so that the pattern of my swimming is not interrupted.</p> <p>I can perform a wide range of personal survival techniques confidently.</p> <p>I know what the different tasks demand of my body and pace my efforts well to meet challenges.</p> <p>I can describe good swimming technique and show and explain it to others.</p>