



**PE**

**Topics and Skills**

**2022-2023**

## Nursery

### 1. Intro into PE

#### Aged 3-4 years old

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

Skip, hop, stand on one leg and hold a pose for a game like musical statues.

Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

### 2. Dance

#### Aged 3-4 years old

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

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 movements which are related to music and rhythm.

Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

### 3. Gymnastics

#### Aged 3-4 years old

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

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 movements which 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.

Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

### 4. Games

#### Aged 3-4 years old

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

Skip, hop, stand on one leg and hold a pose for a game like musical statues.

Start taking part in some group activities which they make up for themselves, or in teams.

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.

Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

## Reception

### 1. Dance

#### Children in reception

Revise and refine the fundamental movement skills they have already acquired: Rolling / crawling / walking / jumping / running / hopping / skipping / climbing.

Progress towards a more fluent style of moving, with developing control and grace.

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

Further develop the skills they need to manage the school day successfully: lining up and queuing / mealtimes.

#### Early learning goals

Negotiate space and obstacles safely, with consideration for themselves and others.

Demonstrate strength, balance and coordination when playing.

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### 2. Active Literacy

#### Children in reception

Revise and refine the fundamental movement skills they have already acquired: Rolling / crawling / walking / jumping / running / hopping / skipping / climbing.

Progress towards a more fluent style of moving, with developing control and grace.

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

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.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Develop the foundations of a handwriting style which is fast, accurate and efficient.

Further develop the skills they need to manage the school day successfully: lining up and queuing / mealtimes.

#### Early learning goals

Negotiate space and obstacles safely, with consideration for themselves and others.

Demonstrate strength, balance and coordination when playing.

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Use a range of small tools, including scissors, paint brushes and cutlery.

Begin to show accuracy and care when drawing.

### 3. Active Maths

#### Children in reception

Revise and refine the fundamental movement skills they have already acquired: Rolling / crawling / walking / jumping / running / hopping / skipping / climbing.

Progress towards a more fluent style of moving, with developing control and grace.

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

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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Develop the foundations of a handwriting style which is fast, accurate and efficient.

Further develop the skills they need to manage the school day successfully: lining up and queuing / mealtimes.

#### Early learning goals

Negotiate space and obstacles safely, with consideration for themselves and others.

Demonstrate strength, balance and coordination when playing.

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Use a range of small tools, including scissors, paint brushes and cutlery.

Begin to show accuracy and care when drawing.

### 4. Games

#### Children in reception

Revise and refine the fundamental movement skills they have already acquired: Rolling / crawling / walking / jumping / running / hopping / skipping / climbing.

Progress towards a more fluent style of moving, with developing control and grace.

Develop the overall body strength, co-ordination, balance 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.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Develop overall body-strength, balance, co-ordination and agility.

Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

#### Early learning goals

Negotiate space and obstacles safely, with consideration for themselves and others.

Demonstrate strength, balance and coordination when playing.

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### **5. Gymnastics**

#### Children in reception

Revise and refine the fundamental movement skills they have already acquired: Rolling / crawling / walking / jumping / running / hopping / skipping / climbing.

Progress towards a more fluent style of moving, with developing control and grace.

Develop the overall body strength, co-ordination, balance 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.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Develop overall body-strength, balance, co-ordination and agility.

#### Early learning goals

Negotiate space and obstacles safely, with consideration for themselves and others.

Demonstrate strength, balance and coordination when playing.

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### **6. Games**

#### Children in reception

Revise and refine the fundamental movement skills they have already acquired: Rolling / crawling / walking / jumping / running / hopping / skipping / climbing.

Progress towards a more fluent style of moving, with developing control and grace.

Develop the overall body strength, co-ordination, balance 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.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Develop overall body-strength, balance, co-ordination and agility.

Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

#### Early learning goals

Negotiate space and obstacles safely, with consideration for themselves and others.

Demonstrate strength, balance and coordination when playing.

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

**Year 1****Topic 1-**

Skills to be covered: Football

- |  |
|--|
| I dribble a ball with my hands and feet.               |
| I track a ball in a controlled and balanced movement.  |
| I co-ordinate my body to send and receive a ball.      |
| I throw an object towards a target.                    |
| I know who is on my team.                              |
| I can help my team to score.                           |
| I can find space.                                      |
| I know how to score points.                            |
| I can dodge.   |
| I can recognise changes in my body when I do exercise. |

**Topic 2 -**

Skills to be covered: Gymnastics

- |   |
|---|
| To explore travelling movements using the space around you    |
| To develop quality when performing gymnastics shapes          |
| To develop stability and control when performing balances     |
| To develop technique and control when performing shape jumps. |
| To develop technique in barrel, straight and forward roll     |
| To link gymnastic actions to create a sequence.               |

**Topic 3-**

Skills to be covered: Dance

- |  |
|--|
| I can perform basic body actions sometimes using counts.               |
| I can use different parts of the body in isolation and together.       |
| I can explore pathways.  |
| I can show some sense of dynamic and expressive qualities in my dance. |
| I can choose appropriate movements for different dance ideas.          |
| I can perform dance phrases using simple movement patterns.            |
| I can move confidently and safely.                                     |
| I can vary the way I use space.  |

**Topic 4 -**

Skills to be covered: Hockey

- |   |
|---|
| I can throw an object towards a target.                                 |
| I can co-ordinate my body to send and receive a ball.                   |
| Step forward with the opposing foot to push the ball when passing.      |
| To trap the ball, keep the stick low to the ground to create a barrier. |
| To hold the stick correctly and dribble the ball.                       |
| I can help my team to score.  |
| I can find space  |
| I know how to score points.   |
| I can recognise changes in my body when I do exercise.                  |

**Topic 5 -**

Skills to be covered: Tennis

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|--|
| I can throw and push a ball in a variety of ways.        |
| I can sometimes catch a beanbag and a medium-sized ball. |
| I can track balls and other equipment sent to me.        |
| I can throw and hit a ball in a variety of ways.         |
| I can recognise changes in my body when I do exercise.   |
| I know how to score points.                              |

**Topic 6 -**

Skills to be covered: Athletics

- |   |
|---|
| To learn to move at different speeds for varying distances. |
| To develop a foundation for balance and stability.          |
| To develop agility and co-ordination.                       |
| To explore hopping, jumping and leaping for distance.       |
| To develop balance whilst jumping and landing.              |
| To develop throwing for accuracy                            |
| I can recognise changes in my body when I do exercise       |

**Year 2****Topic 1-**

Skills to be covered: Rugby

- |  |
|--|
| To develop throwing and catching skills and running with the ball. |
| Use two hands and wide fingers to catch the ball.                  |
| To send and receive a ball using a racket.                         |
| Point hand in direction you want the ball to go in.                |
| To develop tagging skills.   |
| To understand being in position.                                   |
| To use forward and side pass.                                      |
| To develop defending skills and use them in a game.                |
| To learn and understand the rules of tag rugby.                    |

**Topic 2 -**

Skills to be covered: Gymnastics

- |  |
|--|
| I can perform gymnastic shapes and link them together.                           |
| I can use shapes to create balances  |
| I can link travelling actions and balances using apparatus                       |
| I can demonstrate different shapes, take off and landings when performing jumps. |
| I can develop rolling and sequence building.                                     |
| I can develop sequence work on apparatus.  |
| I can describe how my body feels during exercise.                                |

**Topic 3 -**

Skills to be covered: Dance

- |   |
|---|
| I can repeat link and choose actions.                   |
| I can create actions and accurately copy others actions |

I can copy, remember and repeat actions using facial expressions to show different characters
I can remember and repeat dance phrases.
I can work with a partner using mirroring and unison.
I can copy create and perform actions considering dynamics.
I can describe how my body feels during exercise.
<b>Topic 4 -</b>
Skills to be covered: Cricket
To develop accuracy with overarm throwing to send a ball over a greater distance.
To develop striking for distance and accuracy.
To develop understanding of target games using the skill of kicking.
To develop hitting a moving target.
To develop decision making to get a batter out.
To be able to field a ball using a two handed pick up and a short barrier.
To develop overarm bowling technique.
<b>Topic 5 -</b>
Skills to be covered: Basketball
To be able to roll a ball to hit a target.
To develop coordination and be able to stop a rolling ball.
To develop technique and control when dribbling a ball with your feet.
To develop control and technique when kicking a ball.
To learn how to gain possession of a ball.
To develop the understanding of marking an opponent.
To learn and apply simple tactics for attacking and defending.
<b>Topic 6 -</b>
Skills to be covered: Athletics
I show balance and co-ordination when running at different speeds
To develop the sprinting action
I can show balance when changing direction
I can link running and jumping movements with some control and balance
I can experiment with different types of jumps and landing
To develop technique when jumping for height
I show good technique when throwing towards a target
I am developing throwing for distance
I can describe how my body feels during exercise