

PE

<p>EYFS 3-4 Year olds</p>	<p>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 be 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.</p>
<p>Children in Reception</p>	<p>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. 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.</p>
<p>National Curriculum</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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.



Dance Key Knowledge	
Reception	<p>Understand that I can move my body in different ways to create interesting actions.</p> <p>Know that I can change my action to show an idea.</p> <p>Know that if I move into space, it will help me to keep myself and others safe.</p> <p>Know that when watching others I sit quietly and clap at the end.</p> <p>Know that if I use lots of space, it helps to make my dance look more interesting.</p>
Year 1	<p>Understand that actions can be sequenced to create a dance.</p> <p>Understand that I can create fast and slow actions to show an idea.</p> <p>Understand that there are different directions and pathways within space.</p> <p>Understand that when dancing with a partner it is important to be aware of each other and keep in time.</p> <p>Know that standing still at the start and end of the dance lets the audience know when I have started and when I have finished.</p> <p>Know that if I use exaggerated actions it helps the audience to see them clearly.</p>
Year 2	<p>Know that sequencing actions in a particular order will help me to tell the story of my dance.</p> <p>Understand that I can change the way I perform actions to show an idea.</p> <p>Know that I can use different directions, pathways and levels in my dance.</p> <p>Know that using counts of 8 will help me to stay in time with my partner and the music.</p> <p>Know that facial expressions help to show the mood of my dance.</p> <p>Know that if I practice my dance it will improve.</p>