

DOWN AMPNEY PRIMARY SCHOOL

**PE: 2 Year Rolling Programme EYFS – Year 6**

Cycle	Autumn				Spring				Summer			
EYFS & KS1												
A	Personal		Social		Cognitive		Creative		Applying Physical		Health and Fitness	
<b>Fundamental movement skills</b>	<b>Co-ordination</b> Footwork	<b>Static balance</b> One leg	<b>Dynamic balance to agility</b> Jumping and landing	<b>Static balance</b> Seated	<b>Dynamic balance</b> On a line	<b>Static balance</b> Stance	<b>Co-ordination</b> Ball skills	<b>Counter balance</b> With a partner	<b>Co-ordination</b> Sending and receiving	<b>Agility</b> Reaction/Response	<b>Agility</b> Ball chasing	<b>Static Balance</b> Floor work
<b>Learning focus</b>	I enjoy working on simple tasks with help. I can work on simple tasks by myself. I can follow instructions and practise safely. I try several times if at first I don't succeed and I ask for help when appropriate.		I can play with others and take turns and share with help. I can work sensibly with others, taking turns and sharing. I can help, praise and encourage others.		I can follow simple instructions. I can understand and follow simple rules. I can name some things I am good at. I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance.		I can observe and copy others. I can explore and describe different movements. I can select and link movements together to fit a theme. I can begin to compare my movements and skills with those of others.		I can move confidently in different ways. I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together. I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.		I am aware of the changes to the way I feel when I exercise. I am aware of why exercise is important for good health. I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.	
B	Personal		Social		Cognitive		Creative		Applying Physical		Health and Fitness	
<b>Fundamental movement skills</b>	<b>Co-ordination</b> Footwork	<b>Static balance</b> One leg	<b>Dynamic balance to agility</b> Jumping and landing	<b>Static balance</b> Seated	<b>Dynamic balance</b> On a line	<b>Static balance</b> Stance	<b>Co-ordination</b> Ball skills	<b>Counter balance</b> With a partner	<b>Co-ordination</b> Sending and receiving	<b>Agility</b> Reaction/Response	<b>Agility</b> Ball chasing	<b>Static Balance</b> Floor work
<b>Learning focus</b>	I can follow instructions, practise safely and work on simple tasks by myself. I try several times if at first I don't succeed and ask for help when appropriate.		I can work sensibly with others, taking turns and sharing. I can help, praise and encourage others in their learning. I show patience and support others.		I can understand and follow simple rules. I can name some things I am good at. I can explain why someone is working or performing well. With help, I can recognise similarities		I can explore and describe different movements. I can select and link movements together to fit a theme. I can begin to compare my movements and skills with those of others.		I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together. I can perform a range of skills with some control and consistency.		I am aware of why exercise is important for good health. I can say how my body feels before, during and after exercise. I use equipment appropriately and	

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	I know where I am with my learning. I have begun to challenge myself.	I am happy to show and tell others about my ideas.	and differences in performance. I can explain what I am doing well and begun to identify areas for improvement.	I can respond differently to a variety of tasks or music. I can make up my own rules and versions of activities.	I can perform a sequence of movements with some changes in level, direction or speed. I can select and apply a range of skills with good control and consistency.	move and land safely. I can describe how and why my body changes during and after exercise.
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Children in EYFS enjoying learning PE alongside KS1, however also meet their objectives for **Physical Development** both within provision as well as explicitly taught sessions.

Cycle	Autumn				Spring				Summer			
KS2												
A	Personal		Social		Cognitive		Creative		Applying Physical		Health and Fitness	
<b>Fundamental movement skills</b>	<b>Co-ordination</b> Footwork	<b>Static balance</b> One leg	<b>Dynamic balance to agility</b> Jumping and landing	<b>Static balance</b> Seated	<b>Dynamic balance</b> On a line	<b>Static balance</b> Stance	<b>Co-ordination</b> Ball skills	<b>Counter balance</b> With a partner	<b>Co-ordination</b> Sending and receiving	<b>Agility</b> Reaction/Response	<b>Agility</b> Ball chasing	<b>Static Balance</b> Floor work
<b>Learning focus</b>	I can persevere with a task and improve my performance through regular practice. I cope well and react positively when things become difficult. I have begun to challenge myself. I know where I am with my learning. I ask for help when appropriate. I try several times if at first I don't succeed.		I can help, praise and encourage others. I show patience and support others listening carefully to them about our work. I am happy to show and tell others about my ideas. I cooperate well with others and give helpful feedback. I help organise roles and responsibilities.		I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance. I can explain what I am doing well. I have begun to identify areas for improvement. I can understand ways (criteria) to judge performance. I can identify specific parts of performance to work on.		I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme. I can make up my own rules and versions of activities. I can respond differently to a variety of tasks. I can change tactics, rules or tasks to make activities more fun or more challenging. I can link actions and develop sequences of movements that express my own ideas.		I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed. I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. I can perform a variety of movements and		I use equipment appropriately and move and land safely. I can say how my body feels before, during and after exercise. I can describe how and why my body changes during and after exercise. I can explain why we need to warm-up and cool down. I can explain how often and how long I should exercise to be healthy.	

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									skills with good body tension. I can link actions together so that they flow.			
B	Personal		Social		Cognitive		Creative		Applying Physical		Health and Fitness	
Fundamental movement skills	Co-ordination Footwork	Static balance One leg	Dynamic balance to agility Jumping and landing	Static balance Seated	Dynamic balance On a line	Static balance Stance	Co-ordination Ball skills	Counter balance With a partner	Co-ordination Sending and receiving	Agility Reaction/Response	Agility Ball chasing	Static Balance Floor work
Learning focus	<p>I know where I am with my learning and I have begun to challenge myself. I can persevere with a task and improve my performance through regular practice. I can cope well and react positively when things become difficult. I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets.</p>		<p>I show patience and support others. I am happy to show and tell others about my ideas. I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and can guide a small group through a task. I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.</p>		<p>I can explain what I am doing well and I have begun to identify areas for improvement. I can understand the simple tactics of attacking and defending. I can understand ways (criteria) to judge performance. I can use awareness of space/others to make good decisions. I can suggest patterns of play which will increase chances of success. I can develop methods to outwit opponents.</p>		<p>I can make up my own rules and versions of activities. I can recognise similarities and differences in movements and expression. I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or more challenging. I can respond imaginatively to different situations. I can adapt and adjust my skills, movements or tactics so they are different to others.</p>		<p>I can perform and repeat sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow. I can use combinations of skills confidently in specific contexts. I can perform a range of skills fluently and accurately.</p>		<p>I can describe how and why my body changes during and after exercise. I can explain why we need to warm-up and cool down. I can describe the basic fitness components. I can explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working. I can identify possible dangers when planning an activity. I can self select and perform appropriate warm-up and cool down activities.</p>	

The fundamental movement skills are taught explicitly through PE lessons and put in to practise through different sporting events, team games and coaching from sporting professionals.