



Cunningham Hill School – PE

**P.E – Intent**

**It is our intent at Cunningham Hill Infants, to teach children physical education skills that will positively impact on their future. We aim to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical activities. We want to teach children how to cooperate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values.**

**Physical Development- EYFS**

	22-36 months	30-50 months	40-60+ months	
Physical Development: Moving and Handling	<p>Runs safely on whole foot.</p> <ul style="list-style-type: none"> <li>• Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.</li> <li>• Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</li> <li>• Can kick a large ball.</li> <li>• Turns pages in a book, sometimes several at once.</li> <li>• Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</li> <li>• Beginning to use three fingers (tripod grip) to hold writing tools</li> <li>• Imitates drawing simple shapes such as circles and lines.</li> <li>• Walks upstairs or downstairs holding onto a rail two feet to a step.</li> <li>• May be beginning to show preference for dominant hand.</li> </ul>	<p>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.</p> <ul style="list-style-type: none"> <li>• Mounts stairs, steps or climbing equipment using alternate feet.</li> <li>• Walks downstairs, two feet to each step while carrying a small object.</li> <li>• Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>• Can stand momentarily on one foot when shown.</li> <li>• Can catch a large ball.</li> <li>• Draws lines and circles using gross motor movements.</li> <li>• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>• Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>• Holds pencil near point between first two fingers and thumb and uses it with good control.</li> <li>• Can copy some letters, e.g. letters from their name.</li> </ul>	<p>Experiments with different ways of moving.</p> <ul style="list-style-type: none"> <li>• Jumps off an object and lands appropriately.</li> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>• Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>• Uses simple tools to effect changes to materials.</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control.</li> <li>• Shows a preference for a dominant hand.</li> <li>• Begins to use anticlockwise movement and retrace vertical lines.</li> <li>• Begins to form recognisable letters.</li> <li>• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li> </ul> <p><b>Early Learning Goal</b> 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.</p>	
Physical Development: Health and Self Care	16-26 months	22-36 months	30-50 months	40-60 months +
	<p>Develops own likes and dislikes in food and drink.</p> <ul style="list-style-type: none"> <li>• Willing to try new food textures and tastes.</li> <li>• Holds cup with both hands and drinks without much spilling.</li> <li>• Clearly communicates wet or soiled nappy or pants.</li> <li>• Shows some awareness of bladder and bowel urges.</li> <li>• Shows awareness of what a potty or toilet is used for.</li> <li>• Shows a desire to help with dressing/undressing and hygiene routines.</li> </ul>	<p>Feeds self competently with spoon.</p> <ul style="list-style-type: none"> <li>• Drinks well without spilling.</li> <li>• Clearly communicates their need for potty or toilet.</li> <li>• Beginning to recognise danger and seeks support of significant adults for help.</li> <li>• Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.</li> <li>• Beginning to be independent in self-care, but still often needs adult support.</li> </ul>	<p>Can tell adults when hungry or tired or when they want to rest or play.</p> <ul style="list-style-type: none"> <li>• Observes the effects of activity on their bodies.</li> <li>• Understands that equipment and tools have to be used safely.</li> <li>• Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> </ul>	<p>Eats a healthy range of foodstuffs and understands need for variety in food.</p> <ul style="list-style-type: none"> <li>• Usually dry and clean during the day.</li> <li>• Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>• Shows understanding of the need for safety when tackling challenges, and considers and manages some risks.</li> <li>• Shows understanding of how to transport and store equipment safely.</li> </ul>



			<ul style="list-style-type: none"> <li>• Can usually manage washing and drying hands.</li> <li>• Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</li> </ul>	<ul style="list-style-type: none"> <li>• Practices some appropriate safety measures without direct supervision.</li> </ul> <p><b>Early Learning Goal</b> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>
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PE Skills- KS1						
Year Group	Games	Athletics	Gymnastics	Dance	Knowledge and understanding of fitness and health	Breadth of Study
1	<p>Pupils should be enabled to:</p> <ul style="list-style-type: none"> <li>• practise and develop the skills of handling, hitting and kicking through a range of activities and using a variety of equipment;</li> <li>• develop the skills relevant to games, including running, stopping, jumping and skipping;</li> <li>• take part in simple games involving individual and co-operative play.</li> </ul> <p>-to discuss their own &amp; others performance with simple vocabulary</p>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• to develop core skills of running, jumping and throwing individually and in a co-operative context, using a variety of equipment;</li> <li>• practise simple running techniques in a variety of fun activities;</li> <li>• practise jumping and throwing activities, from a stationary position</li> </ul> <p>-to discuss their own &amp; others performance with simple vocabulary</p>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• explore a range of movement skills, including travelling, jumping and landing, rolling, climbing, transferring weight, balancing;</li> <li>• explore, practise and improve body management skills;</li> <li>• form simple sequences by linking movements;</li> <li>• progress from working individually to working in pairs;</li> </ul> <p>-To evaluate their movements and the movements of others. -to discuss their own &amp; others performance with simple vocabulary</p>	<p>Pupils should be enabled to:</p> <ul style="list-style-type: none"> <li>• use different parts of the body to explore personal and general space and to move using simple actions;</li> <li>• listen to, and move in response to, different stimuli and accompaniments;</li> <li>• move in a controlled manner, at different speeds and in different directions</li> <li>• to mimic/perform simple steps and movements to given rhythms and musical phrases;</li> <li>• develop their movements progressively individually and in pairs.</li> </ul> <p>-to discuss their own &amp; others performance with simple vocabulary - to begin to identify the difference between own performance &amp; that of others</p>	<p>- to talk about exercising, safety &amp; short term effects of exercise -to safely perform teacher led warm-ups &amp; to describe &amp; discuss others work -to safely perform teacher led warm-up &amp; to show an awareness of others</p>	<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- 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</li> <li>-participate in team games, developing simple tactics for attacking and defending</li> <li>- perform dances using simple movement patterns.</li> </ul>
2	<p>Pupils should be enabled to:</p> <ul style="list-style-type: none"> <li>• practise and develop the skills of handling, hitting and kicking through a range of activities and using a variety of equipment;</li> <li>• develop the skills relevant to games, including</li> </ul>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• to begin to learn, understand and develop the core skills of running, jumping and throwing individually and in a co-operative context, using a variety of equipment;</li> </ul>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• explore a range of movement skills, including travelling, jumping and landing, rolling, climbing, transferring weight, balancing;</li> <li>• explore, practise and improve body management skills;</li> </ul>	<p>Pupils should be enabled to:</p> <ul style="list-style-type: none"> <li>• use different parts of the body to explore personal and general space and to move using simple actions;</li> <li>• listen to, and move in response to, different stimuli and accompaniments;</li> <li>• move in a controlled manner, at different speeds and in</li> </ul>	<p>Pupils should be able to: - understand about exercising, safety &amp; short term effects of exercise -to understand the need for warm up &amp; cool down, and also what is happening to their body during exercise</p>	



	<p>running, stopping, jumping and skipping;</p> <ul style="list-style-type: none"><li>• make use of space to outwit an opponent;</li><li>• take part in simple games involving individual and co-operative play.</li></ul> <p>-to discuss their own &amp; others performance with simple vocabulary</p> <p>- to begin to identify the difference between own performance &amp; that of others</p>	<ul style="list-style-type: none"><li>• practise simple running techniques in a variety of fun activities;</li><li>• practise jumping and throwing activities, initially from a stationary position progressing to a controlled run-up;</li><li>• measure performance in simple athletic activities.</li></ul> <p>-to discuss their own &amp; others performance with simple vocabulary</p> <p>- to begin to identify the difference between own performance &amp; that of others</p>	<ul style="list-style-type: none"><li>• form simple sequences by linking movements;</li><li>• progress from working individually to working in pairs and/or small groups</li></ul> <p>-To evaluate their movements and the movements of others.</p> <p>-to discuss their own &amp; others performance with simple vocabulary</p> <p>- to begin to identify the difference between own performance &amp; that of others</p>	<p>different directions, using different levels in space, (high, low), and different strengths (heavy, light);</p> <ul style="list-style-type: none"><li>• perform simple steps and movements to given rhythms and musical phrases;</li><li>• create, practise, remember and perform simple movement sequences;</li><li>• develop their movements progressively individually and in pairs.</li></ul> <p>-to discuss their own &amp; others performance with simple vocabulary</p> <p>- to begin to identify the difference between own performance &amp; that of others</p>	<p>-to recognise a change in temperature &amp; heart rate during exercise</p> <p>-to understand the need for warm up &amp; cool down</p>	
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