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|  | *Reception* | *Year 1* | *Year 2* |
| Forest School | Understand the rules/boundaries/format of sessions.  Understand the rules for fire safety including basic cooking.  Take part in independent learning opportunities/skills.  Join in short walks outside the Forest School site.  Explore basic real tools – mallets and peelers for carrot whittling.  Explore basic shelter building with support.  Understand safety procedures.  Take part in free exploration.  Balance on logs and jump over them. | Discuss the need for rules and boundaries.  Discuss the need for fire safety.  Cook pastry over an open fire.  Explore a wider variety of basic tools including fire lighting with flints and carrot peelers for whittling wood rods.  Begin to tie knots.  Develop shelter building with less adult support.  Initiate free exploration.  Join in longer walks outside of the Forest School site. | Explain the reasons why we have rules and boundaries.  Discuss the need for fire safety.  Cook pastry over an open fire.  Explain the reasons for fire safety.  Explore a wider range of basic tools with greater independence.  Independently build and adapt structures.  Join in longer walks that require more stamina.  Join in running games that involve tree identification. |
| Dance | Explore and copy basic body actions and rhythms.  Begin to respond with their bodies to different types of music. | Copy and explore basic movements and body patterns  Remember simple movements and dance steps Link movements to sounds and music.  Respond to range of stimuli. | Copy and explore basic movements with clear control.  Vary levels and speed in sequence.  Vary the size of body shapes.  Add changes of direction to a sequence  Use space well and negotiate space clearly.  Describe a short dance using appropriate vocabulary.  Respond imaginatively to stimuli. |
| Gym | Pupils safely move and stop with increasing confidence in a given space.  Pupils can demonstrate a contrast in creating different body shapes (tall, wide, short, small, curved and straight). | Copy and explore basic movements with some control and coordination.  Perform different body shapes.  Perform at different levels.  Perform a 2 footed jump.  Use equipment safely.  Balance with some control.  Link 2-3 simple movements | Explore and create different pathways and patterns. Use equipment in a variety of ways to create a sequence.  Link movements together to create a sequence. |

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| Games | Work individually and with others to engage in basic cooperative physical activities. Understand that sports have an intended ‘goal’ to achieve.  Begin to explore a range of sporting equipment. | Engage in competitive physical activities, working with and against peers.  Understand that some sports consist of ‘attackers and defenders’.  With support, begin to use a range of equipment safely. | Engage in competitive physical activities, working with and against peers  Develop understanding of simple tactics for attacking and defending.  Explain how to use equipment safely in a sporting situation. |
| Invasion | Move and stop confidently, negotiating the space around them.  Explore ways to send, retrieve and stop a ball using different body parts. | Confidently move and keep themselves safe in the space where an activity is taking place. Send and receive a ball in different ways with control and increased accuracy. | Improve the way their coordination and control of their bodies in various activities.  Repeat and link combinations of movements together where appropriate.  Send and receive a ball, with increased accuracy, whilst working with a partner or in a small group. |
| Net and Wall | Explore how to hold a racket and begin to balance objects on them. | Hit the ball using a basic forehand technique. | Send a ball, using equipment, towards an intended target.  Develop basic hand eye coordination by hitting a moving (or dropped) ball. |
| Striking and Fielding | Explore how to bowl underarm and how to catch. | Demonstrate an ability to work with a partner in throwing and catching games  Begin to throw a ball towards an intended target. | Develop accuracy when bowling the ball underarm and start to explore how to hit a ball using sporting equipment.  Develop an understanding of the concept of fielding – returning the ball to a chosen player or target. |
| Athletics | Explore skills of running, jumping and throwing with a range of equipment. | Run at different speeds.  Jump from standing.  Throws with basic control. | Change speed and direction whilst running.  Jump from standing with accuracy.  Throws with variation, control and co-ordination.  Prepare for shot put and javelin.  Use equipment safely. |
| Evaluation | With support, talk about what has gone well and what could be improved. | Comment on own and others performance.  Comment on how to improve performance.  Use appropriate vocabulary when giving feedback. | Watches and describes performances with greater accuracy.  Begin to consider how they can improve their own work.  Work with a partner or small group to improve their skills.  Suggest how to improve their work and comment on similarities and differences. |
| Healthy  Lifestyles | Develop an understanding of how their body changes during exercise (heart rate, increased body temperature and sweat).  Develop an understanding of the importance of wearing appropriate kit.  Develop an understanding of how important  PE is leading a healthy, active lifestyle | Describe the effect exercise has on the body (heart rate, increased body temperature and sweat). Explain the importance of exercise and a healthy lifestyle. | Describe the effect exercise has on the bod (heart rate, increased body temperature and sweat) y. Explain the importance of exercise and a healthy lifestyle.  Beginning to understand the need to warm up and cool down. |