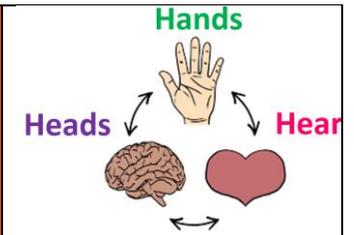


# PE at Eversley

*"Sport is friendship. Sport is health. Sport is education. Sport is life. Sport brings the world together".  
Juan Antonio Samaranch (Former President of the IOC)*



“High-quality PE is an entitlement for all pupils, regardless of their starting points or their prior experiences of sport and physical activity.” Ofsted, March 2022.

At Eversley Primary School we encourage our children to appreciate the importance of having a healthy body and understand the factors that affect health and well-being. Our aim is for all children to leave Eversley Primary School with the skills, confidence, knowledge and enthusiasm for a lifelong participation in physical activity and sport.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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## EYFS - Physical Development

### Gross Motor Skills 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.

### Fine Motor Skills Early Learning Goals

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.

EYFS	Gymnastics	Dance	Games; Ball skills	Gymnastics	Games	Dance
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## KS1 National Curriculum

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.

Year 1	Gymnastics <i>Travelling (Safe and Healthy)</i>	Dance <i>Simple Movement Patterns (Healthy Muscles)</i>	Dance <i>Exploring, Gesture and Formation, Creating short dances</i>	Games <i>Sending and receiving</i>	Gymnastics <i>Transferring weight from one body part to another</i>	Games <i>Healthy ABCs (Being Active Being Healthy Being Safe)</i>
	Games <i>Bouncing and Catching</i>	Games <i>Travelling with the ball</i>	Gymnastics <i>Taking weight on different parts</i>	Dance <i>Exploring Patterns and Pathways. Developing a simple dance</i>	Games <i>Developing hand-eye co-ordination</i>	Dance <i>Telling a story through dance</i>

<b>Year 2</b>	<b>Gymnastics</b> <i>Balance</i> (Learning About Energy)  <b>Games</b> <i>Dribbling</i>	<b>Dance</b> <i>Communicate different moods, feelings and ideas</i> (Benefits of Being Active)  <b>Games</b> <i>Throwing and catching</i>	<b>Gymnastics</b> <i>Parts high and low</i>  <b>Dance</b> <i>Using dynamics to develop the dance</i>	<b>Games</b> Developing <i>sending and receiving skills</i>  <b>Gymnastics</b> <i>Jumping and landing</i>	<b>Dance</b> <i>Learning and performing different styles of cultural dance</i>  <b>Games</b> <i>Hitting and striking</i>	<b>Games</b> <i>Running, jumping and hopping</i>  <b>Gymnastics</b> <i>Spinning and turning</i>
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### KS2 National Curriculum

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

<b>Year 3</b>	<b>Dance</b> <i>Linking dance actions</i>  <b>OAA</b> <i>Using simple trails/diagrams</i>	<b>Games (Invasion)</b> <i>Passing</i>  <b>Gymnastics</b> <i>Travelling with a change of direction</i>	<b>Gymnastics</b> <i>Stretching and Curling</i>  <b>Games (Invasion)</b> <i>Creating space</i>	<b>Games (Net/Wall)</b> <i>Directing the ball</i>  <b>Dance</b> <i>Exploring cultural dance</i>	<b>Athletics</b> <i>Running and Jumping</i>  <b>Games (Striking and fielding)</b> <i>Spaces and Tactics</i>	<b>Athletics</b> <i>Jumping and Throwing</i>  <b>Fitness</b> <i>Components of fitness</i>
<b>Year 4</b>	<b>Games (Net/Wall)</b> <i>Applying tactics</i>  <b>Gymnastics</b> <i>Balance</i>	<b>Games (Invasion)</b> <i>Controlling and receiving</i>  <b>Dance</b> <i>Retelling a story</i>	<b>Gymnastics</b> <i>Receiving body weight</i>  <b>Games (Invasion)</b> <i>Keeping possession</i>	<b>Dance</b> <i>Characterisation</i>  <b>Games (Invasion)</b> <i>Marking and tackling</i>	<b>OAA</b> <i>Following plans/solving problems</i>  <b>Athletics</b> <i>Running and Jumping</i>	<b>Athletics</b> <i>Jumping and Throwing</i>  <b>Games (Striking and fielding)</b> <i>Fielding as a team</i>
<b>Year 5</b>	<b>Games (Net/Wall)</b> <i>Develop individual shots</i>  <b>Games (Invasion)</b> <i>Support play and formations</i>	<b>Gymnastics</b> <i>Flight</i>  <b>Games (Invasion)</b> <i>Shooting and keeping</i>	<b>Dance</b> <i>Formations and historical dance</i>  <b>Gymnastics</b> <i>Bridge</i>	<b>OAA</b> <i>Responding to challenges</i>  <b>Games (Striking and fielding)</b>	<b>Swimming</b> <i>Including water safety</i>  <b>Athletics</b> <i>Running including relay</i>	<b>Swimming</b> <i>Including water safety</i>  <b>Athletics</b> <i>Jumping</i>

				<i>Roles of the team</i>		
<b>Year 6</b>	<b>Games (Net/Wall)</b> <i>Developing game play</i>  <b>Gymnastics</b> <i>Matching and mirroring</i>	<b>Dance</b> <i>Visual media</i>  <b>Games (Invasion)</b> <i>Attacking/defending</i>	<b>Gymnastics</b> <i>Counterbalance</i>  <b>Games (Invasion)</b> <i>Tactics</i>	<b>Games (Invasion)</b> <i>Teamwork and formations</i>  <b>Dance</b> <i>Putting on a performance</i>	<b>Games (Striking and fielding)</b> <i>Tactical play</i>  <b>Athletics</b> <i>Running including obstacles</i>	<b>Athletics</b> <i>Jumping and throwing</i>  <b>OAA</b> <i>Navigation</i>