

Through their PE learning, Milford children have a positive start to life-long active learning and have the **confidence**, **ability** and **resilience** to develop their skills and understanding when having new experiences, meeting new physical challenges and finding themselves building on previous skills. We share a cohesive vision to help children to **understand value and celebrate their sporting achievement**. It is our intent that the children leave our school **feeling active and physically confident** with the skills of resilience, team work and understanding the importance of physical activity and how we can support this with a healthy lifestyle.

Teaching in the Early Years follows the Educational Programme and ideas from Development Matters relevant to our children's needs. Teachers follow and plan for children's interests throughout the year ensuring high quality physical opportunities, both fine and gross motor are provided so that children can demonstrate the skills of the Early Learning Goal (ELG) by the end of the year confidently.

	EYFS - Preschool	EYFS - Reception	Year 1	Year 2
Multi skills	<ul style="list-style-type: none"> <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 catch a large ball</li> </ul>	<ul style="list-style-type: none"> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</li> <li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>• Understand that tools and</li> </ul>	<ul style="list-style-type: none"> <li>• introduce the correct grips for forehand and backhand hitting.</li> <li>• underarm hitting using correct grip</li> <li>• overarm throwing leading up to overarm hitting</li> <li>• Introduce players to serving in order to start a rally.</li> <li>• hit a ball.</li> <li>• start hit a ball with accuracy.</li> <li>• Simple rally with a partner.</li> <li>• follow simple rules or instructions together.</li> </ul>	<ul style="list-style-type: none"> <li>• work in a small given group effectively.</li> <li>• work in a team to follow given rules and instructions.</li> <li>• start to problems solve and come up with solutions together.</li> <li>• understand that there are different rules for different games.</li> <li>• kick a variety of balls at a target safely.</li> <li>• make a ball travel with accuracy to a place or person by rolling it patting it and dribbling it.</li> </ul>

		equipment have to be used safely.	<ul style="list-style-type: none"> <li>remember the different rules of a games.</li> <li>play a simple game together in a team without adult support.</li> </ul>	
Gymnastics	<ul style="list-style-type: none"> <li>Mounts stairs, step or climbing equipment using alternate feet.</li> <li>Can stand momentarily on one foot when shown.</li> </ul>	<ul style="list-style-type: none"> <li>Jumps off an object and lands appropriately.</li> <li>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> </ul>	<ul style="list-style-type: none"> <li>copy and form basic gymnastic shapes working on my control.</li> <li>explore the shapes using different parts of my body.</li> <li>say which part of my body I can using.</li> <li>show and name each of the different shapes and holds with visual prompts.</li> <li>explore traveling in different ways.</li> <li>copy a basic sequence.</li> <li>link at least two actions in a repeating pattern.</li> <li>start to use some shapes and holds on different apparatus with support.</li> <li>perform a basic sequence.</li> <li>start to use both traveling and still balances on different apparatus in isolation.</li> <li>copy a variety of different rolls.</li> </ul>	<ul style="list-style-type: none"> <li>form a variety of different gymnastic shapes with control and hold them for 3 seconds.</li> <li>hold the different shapes with control.</li> <li>explain that muscles help to move and hold positions and tense and relax to make different positions.</li> <li>show and name each of the different shapes and holds.</li> <li>travel in different ways using different levels and directions.</li> <li>link different ways of travelling together in a performance.</li> <li>perform a variety of rolls.</li> <li>create and perform different shapes and holds on different I can use all that I have learnt to create, perform and evaluate a basic sequence. apparatus.</li> <li>evaluate mine and others' performances.</li> </ul>

			<p>start to show an awareness of jumping using different heights and distance.</p> <ul style="list-style-type: none"> <li>• jump and land with soft knees and jump in different ways.</li> <li>• copy a sequence using jumps, shapes and holds together.</li> <li>• start to use different apparatus safely.</li> </ul>	<ul style="list-style-type: none"> <li>• use both still and travelling balances when using different apparatus.</li> <li>• link a variety of different jumps, shapes and holds together in a controlled way.</li> </ul>
Dance	<ul style="list-style-type: none"> <li>• Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, walking, running, jumping, skipping, sliding and hopping.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiments with different ways of moving.</li> <li>• Children learn to show control in large and small movements.</li> <li>• Can safely negotiate space.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to a range of stimuli with different actions.</li> <li>• copy basic body actions.</li> <li>• practise and copy repeated actions showing some control.</li> <li>• start to move confidently in my own space.</li> <li>• use modelled vocabulary to say what I did in my dance.</li> <li>• use the same repeated movement to different stimuli's and start to change it as a result.</li> <li>• change rhythmic and dynamics qualities of my movement with support and peer modelling.</li> <li>• move confidently showing good control and confidence.</li> </ul>	<ul style="list-style-type: none"> <li>• start to move confidently in my own space, using a change of speed, level and direction.</li> <li>• use specific dance vocabulary to talk about my different dances.</li> <li>• move confidently showing good control, balance, poise, turning and stillness with confidence.</li> <li>• practise, link and repeat movements and movement phrases, emphasising rhythmic and dynamic qualities.</li> <li>• talk about stimuli as the starting point for creating dance and how it makes me feel.</li> <li>• compose and perform ideas, moods and feelings</li> </ul>

			<ul style="list-style-type: none"> <li>• use turns in my movement with control.</li> <li>• explore body actions and simple movements patterns.</li> <li>• compose and link simple dances with clear beginnings, middles and ends.</li> <li>• practise and repeat my movement phase, performing them in a controlled way.</li> <li>• Link movements to sounds and music.</li> </ul>	<p>by experimenting with actions, dynamics, directions, levels and a growing range of movements and pathways.</p> <ul style="list-style-type: none"> <li>• describe how my breathing rate, temperature and heart rate change when I are moving quickly and still.</li> <li>• explore, remember, repeat and link a range of actions with co-ordination and control.</li> <li>• say what they like and dislike giving reasons.</li> <li>• compose and perform dance phrases and short dances, choosing and varying simple compositional ideas.</li> <li>• watch and describe dance phrases and dances and use what I have learnt to improve my work.</li> </ul>
Athletics	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• understand that there are different rules for games.</li> <li>• carry out a simple game.</li> <li>• kick a large ball at a big target.</li> </ul>	<ul style="list-style-type: none"> <li>• start to use the appropriate skills to run effectively.</li> <li>• start to show an awareness of distance and speed when running.</li> <li>• run in a coordinated and fluent way over obstacles.</li> </ul>	<ul style="list-style-type: none"> <li>• use the correct running form.</li> <li>• have an awareness of distance and speed when running and can change this for shorter and longer durations.</li> </ul>

		<ul style="list-style-type: none"> <li>• make a ball travel to a place or person by rolling it and patting it.</li> <li>• start to use the skills to throw a ball using an underarm throw.</li> <li>• start to catch a ball thrown to me with control.</li> </ul>	<ul style="list-style-type: none"> <li>• start to use the correct skills to throw using underarm.</li> <li>• developing an I can throw a ball at a target.</li> <li>• awareness of distance and weight when throwing.</li> <li>• starting to use and understand the skills to throw with accuracy.</li> <li>• start to show an awareness of jumping using different heights and distance.</li> <li>• jump and land with soft knees and can jump in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• run at different speeds over and around obstacles.</li> <li>• run for longer periods of times continuously.</li> <li>• use the correct skills to throw using under and over arm correctly.</li> <li>• start to learn to throw in a coordinated way for distance.</li> <li>• throw a range of different implements.</li> <li>• throw with control for accuracy at a given target.</li> <li>• jump in a variety of ways varying in height and distance.</li> <li>• jump with control and accuracy and variety of different ways.</li> <li>• link a variety of different jumps together in a controlled way.</li> </ul>
Health and self-care to be taught throughout each objective.	<ul style="list-style-type: none"> <li>• Children work on the skills, to dress themselves independently.</li> <li>• Observe the effect that activity has on the body and why physical exercise is important to support a healthy life.</li> </ul>		<ul style="list-style-type: none"> <li>• feel the effect exercise has on the body.</li> <li>• name why importance of exercise and a healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>• describe the effect exercise has on the body.</li> <li>• explain the importance of exercise and a healthy lifestyle</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>• take praise from others and say</li> </ul>	<ul style="list-style-type: none"> <li>• With support I can comment what I</li> </ul>	<ul style="list-style-type: none"> <li>• comment on own and others performance with some support.</li> </ul>	<ul style="list-style-type: none"> <li>• comment on own and others performance.</li> </ul>

	whether I enjoyed it or not.	like about others performance <ul style="list-style-type: none"><li>I can say what I did well and what I found hard with support</li></ul>	<ul style="list-style-type: none"><li>give comments on how to improve performance after modelling.</li><li>use given vocabulary when giving feedback.</li><li>say what I like about other's performances and holds.</li><li>say what I found hard and easy.</li></ul>	<ul style="list-style-type: none"><li>give comments on how to improve performance.</li><li>use appropriate vocabulary when giving feedback.</li></ul>
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