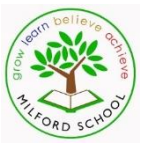




<b>EYFS</b> Early Learning Goals		<b>Physical Development: Moving and Handling</b> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.		<b>Physical development: Health and Self-care</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.			
<b>Subject content for Key Stage 1</b> Pupils should be taught to:		<b>Aims</b> The National curriculum for physical education aims to ensure that all pupils: <ul style="list-style-type: none"><li>develop competency to excel in a broad range of physical activities</li><li>are physically active for sustained periods</li><li>engage on competitive sports and activities</li><li>lead healthy, active lives</li></ul>					
		master basic movements including running, jumping, throwing and catching, as well as developing agility and coordination, and begin to apply these in a range of activities.		participate in team games, developing simple tactics for attacking and defending		perform dances using simple movements and patterns	
	<b>EYFS</b>		<b>Year 1</b>		<b>Year 2</b>		<b>Cross-Curricular Links</b>
	<b>Learning Objectives:</b>						
Gymnastics	Acquire and develop specific skills to show different levels of travel and movement <i>Travelling</i> – use of space, different ways/directions/parts of the body, high/low <i>Stretching &amp; Curling</i> - Curled up/stretched balances and movements Put together curled and stretched movements. <i>Travelling and taking body weight on different body parts</i> - Sideways rolling		Travel in different directions high and low heights Move with confidence, imagination and maintain good body posture <i>Points and Patches</i> - Small and large body parts to balance upon – different combinations; Partner work; Travelling on small “points” and on larges “patches”; Changing balances smoothly and showing different speeds <i>Flight – Bouncing, Jumping, Landing</i> - Hopping, bouncing, skipping jumping in different directions 1 to 2 feet jumping <i>Rocking and Rolling</i> - Which body parts can you rock upon? Different rolling actions; Forward rolls; Join together jump and roll; Short sequences. Remember and repeat movements, phrases and patterns (linking shapes and levels) Work in pairs co-operatively		Use appropriate vocabulary, to describe and explain shapes & body management <i>Pathways, straight, zigzag and curving</i> - Identification of different pathways – directions/size/different movements; Partner work – “Follow my Leader” <i>Parts high, parts low</i> - Travelling close to the ground and far away from the ground; Travelling with different body parts high; Which parts can travel close to the ground? <i>Turning/Spinning/Twisting</i> - Turning jumps – quarter, half, three-quarters, full; Different body parts on which to spin; Turning and twisting in the air and on the floor Rolling on the floor (curled, straight, forward roll) Sequence Complete a routine using 2 - 3 different shapes and movements. Linking movements together; Change of speed and level. Work in pairs co-operatively vary actions and movements Observe and evaluate one another performing		Computing link – use camera to take photos of balances, video sequences of movements. Review performance and identify ways to develop further  Maths link – count/add points and patches.  Movement and direction ¼, ½, ¾ turns and jumps



Dance	<p>Be aware of space around them Make simple shapes with their bodies Travel in a variety of ways Recognise repeated sounds and sound patterns and match movements to music Travel on high and low levels Rise and fall using different speeds Respond to a range of stimuli Make rounded and spiky shapes Create different pathways and patterns in the air and on the floor Choose appropriate moves to express dance ideas Distinguish between different shapes Work cooperatively with a partner Playground dances, e.g. Oranges &amp; Lemons, Dusty Bluebells, Big ship sails...</p>	<p>Respond to a range of stimuli: natural elements, story Make rounded and spiky shapes Create different patterns in the air and on the floor Choose appropriate moves to express dance ideas Perform simple rhythmic patterns and repeat them Create movement in response to a story Observe each other and themselves Turning, rolling, jumping, travelling in different ways, gesture and shape Vary speed, direction and pathways Communicate mood, feelings and ideas. Observe and talk about their dances Perform the basic actions of travelling, jumping, turning, gesture and shape Choose appropriate dance actions and phrases to convey the meaning of the story Vary speed, directions and pathways</p>	<p>Use a range of basic dance actions with understanding. Work alone with guidance from the teacher to create movement ideas. Copy and perform simple movements/rhythmic patterns Respond to different stimuli (music, story, poem, flash cards, bubbles). Change and vary shape, speed, size and actions. Turning, jumping, travelling, gesture, shape and stillness Change speed, size and weight. Understand and use contrasts in weight (dynamic elements) Talk about the dance and why they liked it, using appropriate vocabulary Work cooperatively in pairs and small groups to create a dance Observe one another performing and describe what they see (evaluate each other's shapes &amp; movements)</p>	<p>Geog/RE link - Understand that dance plays an important part in other cultures African/Asian dance (Y1)</p> <p>History link – Recognise that dance has changed throughout history Traditional Country Dancing (Y2)</p> <p>Computing link – video dances to observe and talk about performances.</p> <p>Science link - Understand that dance is active and that changes will occur in their bodies</p>
Games	<p>Combine balance and agility to demonstration different types of movement (skipping, hopping, jumping, walking, running) <i>Beanbags and balls</i> – Balancing beanbags on body parts Pass around body; Rolling and receiving; Patting and bouncing; Steering activities with hands and feet Throwing and Catching; Aiming at targets Extend on existing knowledge to send a bean bag to another child with control and accuracy <i>Hoops &amp; Quoits</i> - Rolling &amp; aiming games Balancing, twirling, rolling, spinning Throwing &amp; catching; Co-operating with a partner Dribbling &amp; kicking/hitting the ball Aiming activities – individually then with a partner <i>Bat &amp; Ball</i> - Push ball along ground with hand or bat Balance ball on bat; Bouncing ball downwards and upwards with bat; Hitting ball along ground to partner Moving in line with the ball when receiving it Aiming games in twos</p>	<p>To be able to demonstrate different forms of movement (walking, skipping, jogging, running) under control To be able to maintain balance when taking off and landing with control Combine balancing and coordination skills to develop sending a bean bag to other children Use appropriate vocabulary, to describe and explain sending the bean bag to a person and a hoop <i>Large balls</i> - Patting and Bouncing; Throwing and catching, rolling and receiving. <i>Throwing and catching – Aiming Games</i> Throwing and catching with different apparatus Pairs catching Aiming – bouncing and throwing to aim at targets Co-operative partner aiming games  <i>Large ball</i> – Kicking and dribbling the ball; Speed and direction; Aiming. <i>Bat and ball skills and games</i> - Roll and push ball in different directions and weave through cones; Balance ball on bat with control – standing&amp; walking Hit ball upwards/downwards with a bat; Strike ball to a partner – both along ground and in air; Strike a ball rolled or thrown by partner <i>Developing partner work</i> Co-operative games are developed to practise and progress the various sending and receiving skills Children change rules slightly to challenge themselves</p>	<p>Implement driving the leg when starting to run, ensuring to maintain balance, agility and coordination Develop jumping forwards, backwards and laterally under control ensuring balance is maintained Understand how to combine running with jumping to achieve the technique of hurdling <i>Throwing and catching</i>– Develop sending a bean bag towards a target using accuracy when sending To use both hands together and separate to send and receive a ball under control Running and avoiding games; Throwing and catching with a range of apparatus; “Beat your own record” activities; Throw and catch in stationary positions and on the move <i>Aiming/Hitting/Kicking</i> Aim using hands, feet, different equipment and balls Bounce, kick or throw a ball at different angles, heights and speeds into spaces; Strike alternatively to each other along the ground, move in line to receive it. Intercept a ball; Run after a moving ball; Receive a ball on the move Make up games and rules individually and with a partner – teach a partner and improve each other's game <i>Group games and inventing rules</i> - Work co-operatively in small groups to play a range of games, developing and extending skills acquired</p>	<p>English Link – write rules for a game you've made up.</p> <p>Maths link – measure throwing distance</p>



			Children invent scoring systems and simple rules to make their games acceptable and fair and improve the quality of their game Develop simple group tactics	
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Detailed lessons and activities for these learning activities can be found in:- \_\_\_\_\_ SCL Skills For Life KS1 Gymnastics/Dance/Games Activities Programme  
 Gymnastics/Games/Dance Manuals

Val Sabin

TOP Play/Gymnastics/Games/Dance Activity cards.

N.B. Dance to be related to topic accordingly. Please see Val Sabin CDs, TOP Dance Activities, BBC Time to Move CD (Y1&2) and Topic and Country dance packs and Multi-cultural music CDs.  
 A list of topic related music and dance programs is provided separately.