



EYFS DEVELOPMENT MATTERS Development Matters and Statutory ELGs are not the EYFS curriculum This outlined a top-level view of how children develop and learn. Children’s early learning is not neat and orderly, as such these are used as a pathway to help practitioners assess each child’s level of development and make informed decisions about what a child needs to learn and be able to do next.	
Children in Nursery will be learning to:	
Expressive art and design	<ul style="list-style-type: none"> • Respond to what they have heard, expressing their thoughts and feelings.
Physical Development	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
Children in Reception will be learning to:	
Expressive art and design	<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Explore and engage in music making and dance, performing solo or in groups.
Physical Development	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, coordination and agility • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
Statutory Framework Early Learning Goals	

Expressive art and design	<ul style="list-style-type: none"> •Being Imaginative and Expressive - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.
PD	<ul style="list-style-type: none"> •Gross Motor Skills - 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.

<u>NATIONAL CURRICULUM PROGRAMME OF STUDY</u>	<u>SPECIFIC KNOWLEDGE AND SKILLS</u>	<u>TOPIC LINK/S</u>
<p><u>Key Stage 1</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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 - participate in team games, developing simple tactics for attacking and defending - perform dances using simple movement patterns. 	<p><u>Games</u> <u>Year 1</u></p> <ul style="list-style-type: none"> - Throw and catch a ball with a partner (catching with both hands) - Move fluently by changing direction and speed easily, avoiding collisions and stopping safely. - Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking - Choose and use skills effectively for particular games, understand the concepts of aiming, hitting into space - Take the ball to a good position for aiming, use skills in different ways in different games - Hit a ball with a bat. - Kick more accurately in different ways - Participate in team games, developing simple tactics for attacking and defending- <p><u>Year 2</u></p> <ul style="list-style-type: none"> - Pass a ball accurately to a partner over a variety of distances - Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control and use these in a game - Show a good awareness of others in running, chasing and avoiding games - Make simple decisions about when and where to run 	

- Vary skills and show some understanding of simple tactics Choose and use tactics to suit different situations
- Participate in team games, developing simple tactics for attacking and defending.
- Stay in a “zone” during a games
- Follow rules

Dance

Year 1

- Use movement to reflect the mood of the music
- Copy more complex dance moves.
- Make up a short dance.
- Dance imaginatively.

Year 2

- Watch and describe dance phrases and dances, and use what they learn to improve their own performance
- Change rhythm, speed, level and direction.
- Dance with control and co-ordination.
- Make a sequence by linking sections together.
- Link some movement to show a mood or feeling.

Gymnastics

Year 1

- Use simple apparatus safely and with confidence
- Make my body tense, relaxed, curled and stretched.
- Control my body when travelling.
- Control my body when balancing.
- Climb safely.
- Copy a sequence of movements.
- Roll, curl, travel and balance in different ways.

Year 2

- Use simple apparatus safely and with confidence
- Watch, copy and describe what other have done, with increasing detail

Possible links to a theme, topic to make it more relevant.

Key Stage 2

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.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

- Improve their work using information they have gained by watching and listening
- Use contrast in my sequences.
- Make movements controlled.
- Think of more than one way to create a sequence which follows a set of „rules“.
- Work on my own and with a partner to create a sequence.

Games

Year 3

- Throw and catch with control when under limited pressure.
- Know and use rules fairly to keep games going.
- Be aware of space, when playing a game and use it for attacking and defending.
- Be aware of teammates and the opposition and am starting to use tactics in light of this.
- Use the correct technique to throw overarm.
- Throw and catch a ball, whilst moving..
- Demonstrate a range of throwing actions using a variety of objects.
- Run fast, medium and slow speeds; changing speed and direction, when asked
- Know and use rules fairly.

Year 4

- Keep a game going using a range of different ways of throwing
- Strike a ball with intent (accuracy and control) and throw it more accurately when bowling and/or fielding.
- Catch with one hand.
- Throw and catch more accurately using underarm and overarm
- Keep and use rules they are given
- Try to make things difficult for their opponent by directing the ball to space, at different speeds and height.

- Move into space when I am not in possession during a game.
- Begin to vary tactics depending on what is happening around me.
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Year 5

- Travel with a ball showing changes of speed and directions using either foot or hand
- Use a range of techniques when passing, eg high, low, bounced, fast, slow
- Hit the ball with purpose, varying speed, height and direction
- Hit the ball from both sides of the body
- Gain and keep possession by working as a team.
- Use a number of techniques to dribble and shoot.
- Independently find an appropriate place to field.
- Vary tactics and adapt skills according to what is happening.
- Choose the best tactics for attacking and defending.

Year 6

- Dribble effectively around obstacles
- Show precision and accuracy when sending and receiving
- Perform skills with accuracy, confidence and control
- Combine and perform skills with control, adapting them to meet the needs of the situation
- Play shots on both sides of the body and above their heads in practises and when the opportunity arises in a game use different ways of bowling
- Play competitive games (modified where appropriate) showing tactical awareness of attacking and defending and some knowledge of rules and scoring
- Respond consistently in the games they play, choosing and using skills which meet the needs of the situation and learn how to evaluate and recognise their own success.
- Explain complicated rules.

- Make a team plan and communicate it to others.
- Lead others in a game situation.

Dance

Year 3

- Improvise freely, on their own or with a partner
- Translate ideas into a dance
- Create and link phrases using a simple dance structure
- Perform dances with an awareness of rhythm on their own or in a group

Year 4

- Evaluate their own performance and comment on improvements.
- Use dance to communicate an idea.
- Take the lead when working with a partner or group.
- Make sure my dance moves are clear and fluent.

Year 5

- Compose dances expressively
- Organise their own warm up and cool down to suit activities
- Work on my movements and refine them.
- Compose my own dances in a creative and imaginative way.
- Make my movements are controlled.

Year 6

- Explore, improvise and combine movements
- Create structure in sections of dance using a range of movement patterns
- Comment on their own work and the work of others.
- Perform to an accompaniment, expressively and sensitively.
- Ensure my dance shows clarity, fluency, accuracy and consistency.
- Develop imaginative dances in a specific style.

Possible links to a theme, topic to make it more relevant.

Gymnastics

Year 3

- Improve the quality of their actions, body shapes and balance
- Select appropriate actions and consolidate simple ideas
- Explain how strength and suppleness affect performances
- Evaluate their work and quality of their performance
- Recognise how their work can be improved
- Use a greater number of my own ideas for movement in response to a task.

Year 4

- Develop a range of actions, body shapes and include a performance
- Create gymnastic sequences that meet a theme or set of objectives
- Make simple judgments on their own and others work
- Suggest ways performance can be improved.
- Adapt sequences to suit different types of apparatus and their partner's ability.
- Work in a controlled way.
- Work with a partner to create, repeat and improve a sequence with at least three phases.

Year 5

- Perform actions in a fluent and consistent performance
- Create sequences and adapt
- Evaluate and improve their own and other work
- Include change of speed.
- Include change of direction.
- Include a range of shapes.
- Follow a set of „rules“ to produce a sequence.
- Combine action, balance and shape.

Year 6

- Combine and perform gymnastic actions, shapes and balances fluently

- Evaluate their own work and the work of others and suggest ways to improve
- Make complex or extended sequences.
- Perform consistently to different audiences.
- Ensure my movements are accurate, clear and consistent.

Athletics

Year 3

- Perform a basic throw.
- Run at fast, medium and slow speeds, changing speed and direction.
- Make up and repeat a short sequence of linked jumps.
- Take part in a relay activity, remembering when to run and what to do.

Year 4

- Jump for height and distance with control and balance
- Throw with speed and power and apply appropriate force (push and pull throw)
- Link running and jumping activities with some fluency, control and consistency (long jump).
- Run over a long distance.
- Sprint over a short distance

Year 5

- Sprint over a short distance with a controlled and effective technique.
- Throw in different ways, with increased power, using an increased range of equipment.
- Jump in different ways. I can combine running and jumping. (including long jump and triple jump)

Year 6

- Sustain pace over short and longer distances, and use tactics in a race in relation to my own strength.

- Run as part of a relay team working at their maximum speed
- Perform a range of jumps and throws demonstrating increasing power and accuracy
- Identify key strengths of a performer when running, jumping and throwing.
- Be controlled when taking off and landing in a jump.
- Throw with accuracy.
- Follow specific rules.

OAA

Year 4

- Follow a map in a (more demanding) familiar context.
- Follow a route accurately, safely and within a time limit.
- Work as a team to solve a problem.
- Communicate with others to support and solve.

Year 5

- Follow a map in an unknown location.
- Use clues and compass directions to navigate a route.
- Change my route if there is a problem.
- Change my plan if I get new information.
- Work as a team to solve a problem
- Take the lead to instruct others.

Year 6

- Plan a route and series of clues for someone else.
- Plan with others taking account of safety and danger.
- Organise team-building games for younger children.

Swimming

Year 5 and Year 6

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively such as front crawl, backstroke and breaststroke.
- Perform safe self-rescue in different water-based situations.

