




Reception		Intent	Implementation	Impact
		It is our intention to develop a lifelong love of physical activity, sport and PE in all of our children. We aim to ensure a positive and healthy physical and mental outlook in the future and help young people to develop essential skills like leadership and teamwork. Within each lesson, we strive to give every child the opportunity to develop skills in PE, consider the impact on their health and fitness, compete/perform and evaluate. It is our intention to ensure that every child has access to at least 2 hours of physical activity per week.	Our secure subject knowledge ensures that modern, high-quality teaching and learning opportunities are provided for all areas of the PE National Curriculum. Technical glossaries, skills posters and guidance support us in our subject knowledge allowing us to share technical vocabulary and skills that children need clearly, confidently and concisely. We structure lesson sequences to consider prior learning and provide opportunities for revision and practise to help build depth to children’s knowledge, skills and understanding.	Learners develop detailed knowledge and skills across the full breadth of the PE curriculum through engaging in age-appropriate content. We ensure that learning is memorable, allowing links to be made and ultimately creating a higher level of engagement and understanding. Children’s attainment and progress is measured using an assessment spreadsheet linked to the ‘I can’ statements below. We give ample opportunity for children to showcase the acquired skills in a range of competitions entered over the year.
GYMNASTICS	GAMES	DANCE	ATHLETICS	ADVENTURE
I can describe how my body feels when still and when exercising.	I can describe how my body feels when still and when exercising.	I can describe how my body feels when still and when exercising.	I can describe how my body feels when still and when exercising.	I can describe how my body feels when still and when exercising.
I can travel in different ways. I can move around, under, over and through different objects and equipment. I am beginning to balance with control. I can roll in different ways with control. I can create a short sequence of movements.	I can hit a ball with a bat. I can throw underarm. I can move a ball in different ways, including bouncing and kicking. I can move safely around the space and equipment. I can play a range of chasing games.	I can join a range of different movements together. I can change the speed of my actions. I can change the style of my movements. I can create a short movement phrase which demonstrates my own ideas. I can control my body when performing a sequence of movements.	I can sprint for distances up to 20m. I know how to use my arms to increase my speed. I can perform a basic technique for throwing. I know the difference between a hop and a step. I can run with control within a given area.	I understand the need for safety when I go on an adventure. I can find symbols in the environment. I am beginning to understand the concept of a map or a plan. I can handle tools safely and with good control. I can follow instructions.
I can talk about what I and others have done.	I can talk about what I and others have done.	I can talk about what I and others have done.	I can talk about what I and others have done.	I can talk about what I and others have done.



Early Years Foundation Stage
Reception

Early Years Outcomes

- EAD EMM 30-50 – Enjoys joining in with dancing and ring games.
- EAD EMM 30-50 – Begins to move rhythmically
- EAD EMM 30-50 – Imitates movement in response to music.
- EAD EMM 40-60 – Begins to build a repertoire of songs and dances.
- EAD EMM ELG – Children sing songs, make music and dance and experiment with ways of changing them.
- EAD BI 30-50 – Developing preferences for forms of expression.
- EAD BI 30-50 – Uses movement to express feelings.
- EAD BI 30-50 – Creates movement in response to music.
- EAD BI 30-50 – Captures experiences and responses with a range of media, such as dance.
- EAD BI 40-60 – Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
- EAD BI ELG – Represent own ideas, thoughts and feelings through dance.
- PD MH 30-50 – Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- PD MH 40-60 – Experiments with different ways of moving.
- PD MH 40-60 – Jumps off an object and lands appropriately.
- PD MH 40-60 – Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- PD MH 40-60 – Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- PD MH 40-60 – Negotiates space successfully when playing racing and chasing games, adjusting speed or changing direction to avoid obstacles.
- PD MH 40-60 – Experiments with different ways of moving.
- PD MH ELG – Moves confidently in a range of ways, safely negotiating space.
- PD MH ELG – Shows good control and co-ordination in large and small movements.