



	F1 Range 5 (36-48 months)	F2 Range 5/6 (48-60/60-71 months/ELG)	YEAR 1	YEAR 2
Dance	<p>Moving and Handling:</p> <ul style="list-style-type: none"> • Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise • Walks down steps or slopes whilst carrying a small object, maintaining balance and stability • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability <p>Health and Self Care:</p> <ul style="list-style-type: none"> • Observes and can describe in words or actions the effects of physical activity on their bodies. • Observes and controls breath, able to take deep breaths, scrunching and releasing the breath • Can mirror the playful actions or movements of another adult or child <p>Expressive Arts and Design - Creating with Materials:</p> <ul style="list-style-type: none"> • Explores and learns how sounds and movements can be changed • Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns • Enjoys joining in with moving, dancing and ring games • Uses tools for a purpose <p>Expressive Arts and Design - Being Imaginative and Expressive:</p> <ul style="list-style-type: none"> • Uses movement and sounds to express 	<p>Moving and Handling:</p> <ul style="list-style-type: none"> • Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping • Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk • Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles • Travels with confidence and skill around, under, over and through balancing and climbing equipment • Shows a preference for a dominant hand • Begins to use anticlockwise movement and retrace vertical lines <p>Health and Self Care:</p> <ul style="list-style-type: none"> • Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad • Can initiate and describe playful actions or movements for other children to mirror and follow <p>Expressive Arts and Design - Creating with Materials:</p> <ul style="list-style-type: none"> • Begins to build a collection of songs and dances 	<p>Solo, with a partner or in a group:</p> <ul style="list-style-type: none"> • To move confidently and safely • To copy basic movements • To explore simple movements in response to stimuli (music, words, pictures, mood, story, actions, etc.) • To create and perform simple dance phrases (Starting position – 2 or more movements – ending position) • To recognise basic differences in the way your body feels after exercise • To discuss dance ideas 	<p>Solo, with a partner or in a group:</p> <ul style="list-style-type: none"> • To use and negotiate space safely and confidently • To copy basic movements with control • To explore a variety of movements imaginatively in response to stimuli (music, words, pictures, mood, story, actions, etc.) • To create and perform dance phrases (Starting position – 3 or more movements – ending position) • To communicate mood, feelings and ideas by choosing appropriate movements such as different levels, tempo, pathways and gestures • To watch, describe and evaluate dance phrases, using some appropriate vocabulary

experiences, expertise, ideas and feelings

- Experiments and creates movement in response to music, stories and ideas
- Creates sounds, movements, drawings to accompany stories
- Uses available resources to create props or creates imaginary ones to support play
- Plays alongside other children who are engaged in the same theme

• Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.

Expressive Arts and Design - Being Imaginative and Expressive:

- Creates representations of both imaginary and real-life ideas, events, people and objects
- Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences
- Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes
- Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping
- Responds imaginatively to art works and objects

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<h1>Games</h1>	<p>Moving and Handling:</p> <ul style="list-style-type: none"> • Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise • Walks down steps or slopes whilst carrying a small object, maintaining balance and stability • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it <p>Health and Self Care:</p> <ul style="list-style-type: none"> • Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely <p>Expressive Arts and Design - Creating with Materials:</p> <ul style="list-style-type: none"> • Enjoys joining in with moving, dancing and ring games • Uses tools for a purpose 	<p>Moving and Handling:</p> <ul style="list-style-type: none"> • Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping • Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk • Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles • Travels with confidence and skill around, under, over and through balancing and climbing equipment • Shows a preference for a dominant hand • Begins to use anticlockwise movement and retrace vertical lines <p>Health and Self Care:</p> <ul style="list-style-type: none"> • Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others • Shows understanding of how to transport and store equipment safely • Practices some appropriate safety measures without direct supervision, 	<p>Skills</p> <ul style="list-style-type: none"> • To begin to perform a range of throws (underarm, chest, overarm) with control and growing accuracy • Travel in basic ways and avoiding collisions • To receive a ball with basic control (catching, stopping ball with foot or a hockey stick) • To send balls in other ways (kick, strike with a bat or racquet) <p>Application</p> <ul style="list-style-type: none"> • To begin to develop own games with peers. • To participate in simple games, following the rules • To be able to receive a ball/object (e.g. catching) within the context of a game • To try to win by changing the way they use skills in response to their opponent's actions 	<p>Skills</p> <ul style="list-style-type: none"> • To confidently send the ball to others in a range of ways (throwing, kicking, striking, etc.) • To travel confidently in a variety of ways including running and jumping • To receive a ball confidently and with control (catching, stopping ball with foot or a hockey stick) • To send balls in other ways (kick, strike with a bat or racquet) with greater accuracy and speed <p>Application</p> <ul style="list-style-type: none"> • To participate in team games • To participate in different games, following the rules and demonstrating good teamwork and sportsmanship • To use the terms 'attacking' and 'defending' • To begin to use some simple tactics within a game (marking an opponent, dodging, intercepting, calling out a name, retreating to defend, increasing pace, etc.) • To begin to use space within the context of a game (e.g. passing to a team member who is in space, not chasing the ball in a huddle with everyone else, etc.)

considering both benefits and risk of a physical experience

Expressive Arts and Design -

Creating with Materials:

• Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking

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Gym	<p>Moving and Handling:</p> <ul style="list-style-type: none"> • Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise • Walks down steps or slopes whilst carrying a small object, maintaining balance and stability • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability 	<p>Moving and Handling:</p> <ul style="list-style-type: none"> • Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping • Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk • Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles • Travels with confidence and skill around, under, over and through balancing and climbing equipment 	<p>Shapes and Travel:</p> <ul style="list-style-type: none"> • Perform straight shapes on 2 feet, on the front, on the back • Perform shapes with good body tension and extension • Perform straight/tuck/star shapes on low apparatus • Perform straight/tuck/star shapes on large apparatus • Use different body parts – travel with accurate, fluid movements, sliding and going over low apparatus such as benches • Perform sliding shapes on large apparatus – tables, benches, ladders <p>Flight and Rotation:</p> <ul style="list-style-type: none"> • Perform jumps with soft balanced landings using 1 and 2 feet combinations • Perform jumps with soft balanced landings using 1 and 2 feet combinations off/onto benches and other low apparatus • Perform jumps with soft balanced landings from large apparatus using sliding, swinging and jumping techniques • Perform rotations in different directions with balance and control using different body parts eg. on bottom • Use low and large apparatus for rotations including pencil rolls and patter turns 	<p>Shapes, Travel and Balance:</p> <ul style="list-style-type: none"> • Perform and hold balances with good control and body tension on points and patches eg. bottom, side • Perform star, tuck, straight and pikes shapes on low apparatus with control • Perform star, straddle and tuck shapes on large apparatus • Travel with light, quiet feet eg. skipping, side stepping • Travel with accurate, fluid movements using slides and over the top techniques • Travel with fluency and control using apparatus eg. for travelling along, under, over, climbing on and off apparatus <p>Flight and Rotation:</p> <ul style="list-style-type: none"> • Perform jumps with soft balanced landings using straight jumps, cat leap, large bounce, tuck jumps and 2 feet jumps • Perform rolls with fluency and control including dish and arch • Perform rotations with balance and control with low apparatus using pencil rolls and bottom

