

**LONG-TERM SEQUENCE FOR Physical Education**  
**Early Years Foundation Stage – Key Stage 1**

	<p align="center"><b>ELG Gross Motor Skills</b></p>	<p align="center"><b>Key Vocabulary to be developed in EYFS</b></p>	<p align="center"><b>How this is achieved in EYFS</b></p>	<p align="center"><b>Physical Education KS1 National Curriculum</b></p>
<p align="center">Area of Learning <b>Physical Development</b></p>	<ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and co-ordination for themselves when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<ul style="list-style-type: none"> <li>• Attacker/ Defender</li> <li>• Direction</li> <li>• Space</li> <li>• Tagging</li> <li>• Speed</li> <li>• Bouncing</li> <li>• Rolling</li> <li>• Pushing</li> <li>• Dribbling</li> <li>• Control/ Accuracy</li> <li>• Power</li> <li>• Rhythm/ Tempo</li> <li>• High/ Low</li> <li>• Over/ Under</li> <li>• Apparatus</li> <li>• Transition</li> <li>• Landing</li> <li>• Sequence</li> </ul> <p><b>Linked to C&amp;L pupils will:</b></p> <ul style="list-style-type: none"> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Describe events in some detail.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Engage in non-fiction books</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> </ul>	<p>At Green Lanes School the children follow the <b>Complete PE Scheme</b>.</p> <p>There are 5 Areas of learning that are covered across the academic year. These are:</p> <p><b>Attack v Defence</b>  <b>Ball Skills</b>  <b>Dance</b>  <b>Gymnastics</b>  <b>Locomotion</b></p> <p><b>Additional Experiences:</b></p> <ul style="list-style-type: none"> <li>• Children have regular access to appropriate outdoor space through the day which includes, at lunch time, the use of climbing frames, hill and tunnels, monkey bars, exercise equipment and group games.</li> <li>• Open ended resources are provided. Children often make obstacle courses that develop their balance and coordination.</li> <li>• Open ended resources are available for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, construction, stacking and climbing.</li> <li>• Children take part in a Daily Run a Mile challenge.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Participate in team games, developing simple tactics for attacking and defending.</li> <li>• Perform dances using simple movement patterns.</li> </ul>